

**THE INFLUENCE OF REWARDS AND PUNISHMENTS IN READING SKILL FOR
THE SEVENTH GRADE STUDENTS AT SMPN 2 KEBONAGUNG, PACITAN**

THESIS



BY:

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ABSTRACT

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Key Words: *Rewards, Punishments, Reading Skill*

Reading is a process or ability to find out or interpret information appropriately, and the ultimate goal of reading is not to read the words, but to understand what is being read. Students are expected to be able to find key ideas, understand what they are reading, get explicit and implicit information, read the text, and then extract details from the simple text. But one of the problems is that students don't know the vocabulary. To facilitate self-teaching, the teacher should provide children with guided practice in reading in contexts that are motivating, rewarding, and using materials that are interesting, personally meaningful, and simply. One of the reward learning strategies is highly applicable as it can increase the interest in learning and the motivation to achieve satisfactory student achievement. But, teachers also use the punishment strategy in education as a reaction to a lack of discipline so the first step to preventing the need for punishment is to teach and encourage discipline.

The purpose of this study is to find out whether there is a significant difference between students who are taught using reward and punishment strategies and who are not taught by using the reward and punishment strategies at SMPN 2 Kebonagung.

The researcher applied a quantitative approach and used a quasi-experimental design. The researcher conducted an observation, pre-test and post-test as the data collection techniques and used expert validation to assess the eligibility of the research instruments. Furthermore, the researcher use SPSS Version 17 to analyze the data quantitatively. Data analysis techniques used in this research validity test, reliability test, homogeneity test, normality test and independent sample t-test. In this research, the population was the seventh graders of SMPN 2 Kebonagung. The sample was 64 students. The VII A class is the control class and the VII B is the experimental class. Both of them consist of 32 students. The data were gathered through observation (secondary data) and test (primary data). This research was conducted by applying the following procedures giving the pre-test, applying the treatment, and giving a post-test. After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS.

The value of t-test = 2.058 is consulted with 5% significant level with $df = 62$ is 2.000 ($t\text{-test} > t\text{-table}$). So, it can be concluded that there is a significant difference in achievement in teaching reading between students who are taught by using reward and punishment strategies and who are not by using reward and punishment strategies at the seventh graders of SMPN 2 Kebonagung in the academic year 2021/2022.

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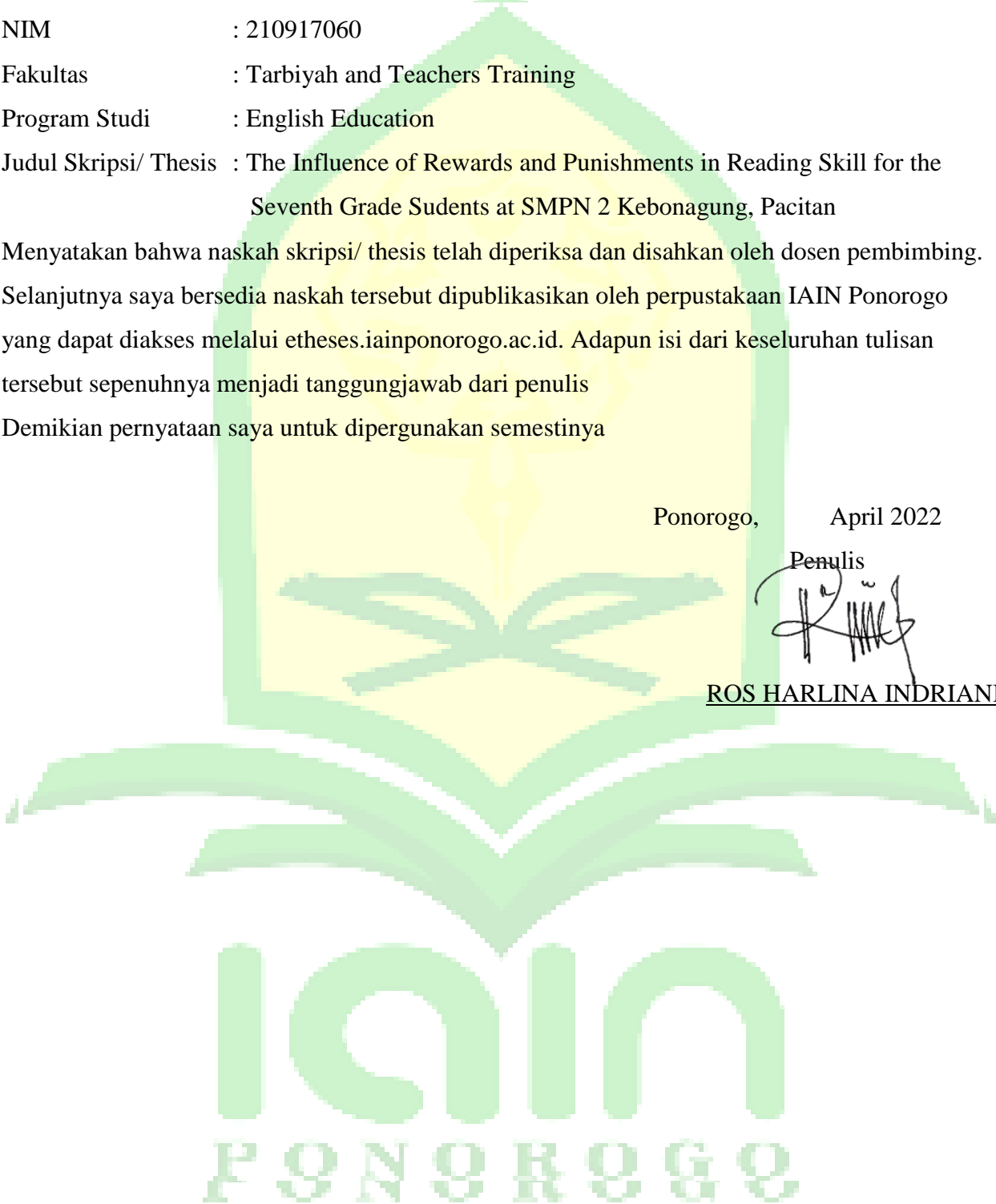
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CHAPTER I

INTRODUCTION

This chapter deals with the general background of the study, the scope of limitation of the study, research problem, research objective, significances of the study, and organization of the study.

A. Background of the Study

Language is the most important things in communication and it's used as a toll of communication among the nations in all over the world. As a international language, English is very important and has many relationships with various aspects of life owned by human being. In Indonesia, English as the first foreign language and taught formally from elementary school up to the university level. ¹

There are four main language skills in learning English: listening, speaking, reading, and writing. Reading is one of four skills in English. Scanlon, Anderson, and Sweeny said in their book "Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. To effectively meet the needs of literacy learners, especially those who struggle, instruction needs to take account of this complexity".² Grabe and Stoller said, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately".³ Reading is a process or ability to find out or interpret information appropriately. The reading skill becomes important in the education field, students need to be exercised and trained in order to have a good reading skill. In foreign language learning, reading is a skill that teachers simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create

¹ Rizky Ayu Khoirunnisa, *The Existence of Indonesian Language as a National Identity* (Surabaya: UNAIR Press, 2019), 2.

² Donna M. Scanlon, *Early Intervention for Reading Difficulties* (New York: The Guilford Press, 2010), 9.

³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading Second Edition* (New York: Routledge, 2013), 3.

assessment of general language ability.⁴ Reading is very important for our language capability. Reading is an activity that can improve language ability. Jereme Harmer stated that reading is useful for language acquisition provided that students more or less understand what they read, more they read, they better get at it.⁵ It means that reading is an activity that can improve language ability. And the ultimate goal of reading is not to read the words, but to understand what is being read.

Reading comprehension is one of the pillars of the act of reading. Reading comprehension is the act of understanding what you are reading. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage. There are three levels of comprehension which are presented from the simple to the complex level of reading. Understanding what the reader read is really the result of 3 levels of skills. Comprehensions will begin from the easiest level is literal that focuses on reading the passages, hearing the words or viewing the image and then move to the next level is interpretive that focus shifts to reading between the lines, looking at what is implied by the material under study. Understandings at the literal and interpretive levels are combined, reorganized and restructured at the applied level to express opinions, draw new insights and develop fresh ideas.⁶

⁴ H Douglas Brown , *Language Assessment Principle and Class Room Practices* (NewYork: Longman, 2004), 185.

⁵ Jereme Harmer, *How to teach English* (China: Pearson Education Limited, 2007), 99.

⁶ Cuesta College. (2004). *San Luis Obispo County Community College District*.
<http://www.dspsweb@cuesta.edu> Accessed on 1 December 2021

Descriptive text is a text that gives information about particular person place, or thing. Gerot states that “descriptive text is a kind of text with a purpose to give information.”⁷ The context of this kind of text is description of thing, animal, person and others. Descriptive text is used to describe something, someone, or place.⁸ In other words, descriptive text is the text with function to describe particular person, things or place with the aim to give information to the reader. Descriptive text is a kind of text that can occur as „stand alone“ text. It is often part of a longer text, such as the description of a character or setting in a story or biography⁹. It means that descriptive text is to describe the character or setting from the text. So, the researcher concludes that descriptive text is a kind of text in genre that gives description about things. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described. Descriptive text consists of generic structures that can be elaborated as follows: 1) Identification means that to identify the phenomenon that to be describe from text, 2) Description describes parts, activities and characteristic of thing, person, animal and place. Based on explanation above the generic structures of descriptive text are identification and description person, thing, animal and place. There are three language features of descriptive text they are: 1) Using simple present tense, 2) Using attributive and identifying process, 3) Using adjective and classifiers in nominal group.¹⁰ The researcher can conclude that the language features of descriptive text are using simple present tense, using adjective, certain noun, thinking verb, action verb, and figurative language.¹¹

⁷ Wardani, *Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique*, E-Journal of English Language Teaching Society 9ELTS, 2.

⁸ Fauzul Etfita, *Improving Students' Reading Comprehension of Descriptive Texts Through Cognitive Strategy at Grade VII-2 of SMPN 1 Indra Praja Tembilahan*, 80.

⁹ Ibid., 82

¹⁰ Sukarta Kartawijaya, *Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text*, Surakarta: Jurnal Curricula, 82.

¹¹ Walidah Sofyan Siregar, *Students' Reading Comprehension in Descriptive Text / EEJ/ Vol.09* (Padangsidempuan: IAIN Padangsidempuan, 2021), 80.

Students are expected to be able to find key ideas, understand what they are reading, get explicit and implicit information, read the text, and then extract details from the descriptive text. But one of the problems is that students don't know the vocabulary. Perhaps the sentence doesn't make sense because you don't understand the meaning of the word used. People who are not good at reading cannot expand their knowledge. The teachers are also responsible to prepare the students with the ability to read for comprehension, in particular, to enable them to answer questions based on the texts read.¹²

To facilitate self-teaching, the teacher should provide children with guided practice in reading in contexts that are motivating and rewarding and using materials that are interesting, personally meaningful, and manageable (meaning, not too difficult). However, applying the conventional technique in English classroom activities makes the students bored. And also makes their motivation to participate in English learning activity will be loose and lose their interest in reading material because the classroom is monotone. It makes students not want to learn English because it is considered not too important for them.

The reason the researcher chose class VIII on this research is that class VII is a transition period from elementary school to junior high school, Class VII is a period where children are always curious and want to try new things. In addition as the VII grade level, students are still more easily directed in capturing the material given.

When the researcher conducted observation in August 2022 at SMPN 2 Kebonagung, as well as interviewed teacher and students, the researcher found that the students were less motivated to learn English.¹³ Based on the Decree of the Ministry of Education and Culture No. 23425/A5/HK.01.04/2021 learning must be limited and/or distance learning, therefore students must use cellphones. By using cellphones during

¹³ Observation SMPN 2 Kebonagung in September 9th 2021.

learning, students will feel bored quickly and not enthusiastic in carrying out the learning process.¹⁴ Reading activity is something that is difficult for them. They are lazy and afraid to read when there is an assignment from the teacher. Students think reading is boring subject because they do not understand what they are reading. So, students don't want to try to speak or reading in English. This is reflected in the teaching and learning process when students do not answer questions enthusiastically. Teachers can apply many teaching methods. All of these strategies are aimed at improving the learning process so that they can achieve their goals, one of which is to reward or punish students to improve their reading skills.

Reward and punishment are the example of extrinsic motivation that can be used to increase the student's learning motivation. According to M. Ngalim Purwanto that reward is an appreciation of thing, directed at a reward for children who can reach achievement. Reward could provide motivation to make students better. While punishment given or suffering inflicted intentionally by someone (parents, teachers, and so on) after a violation, crime, or error.¹⁵

There are some general guidelines for using rewards and punishments in educating students.¹⁶ Rewards can be used to encourage good behavior in your child. One of the reward learning strategies is highly applicable as it can increase the interest in learning and the motivation to achieve satisfactory student achievement. Rewards also provide positive inspiration to students. Meanwhile, Punishment in education is the reaction to a lack of discipline so the first step to preventing the need for punishment is to teach and encourage discipline. Punishment is similar to reinforcement in that both are defined by their effects. Punishment and reward can be used as an effective method in learning

¹⁴ Ibid.,

¹⁵ M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis Dan Praktis* (Bandung: Remaja Rosdakarya, 2006), 182-184.

¹⁶ Matejcek, Z. *Dyslexia, an International Problem: A Report from Czechoslovakia*, Bulletin of the Orton Society, (2007), 13.

process. Therefore, reward and punishment must be applied appropriately to get the best outcome.¹⁷

Based on the statements above, the researcher would like to conduct a research titled **The Influence of Rewards and Punishments in Reading Skill for The Seventh Grade Students of SMPN 2 Kebonagung, Pacitan**

B. Scope and Limitation of the Study

From the background of the research, this research focused on of the influence of reward and punishment focused on descriptive text in learning English reading skill will conduct in the Seventh Grade students of SMPN 2 Kebonagung in Academic Year 2021/2022. The scope of the research use limitation problems examined so do not deviate from the goal:

1. Variable

Based on the title, there are three variables there are reward, and punishment as the independent variable, and reading skill as the dependent variable.

2. The subject of the research

The subject is a seventh-grade student at SMP N 2 Kebonagung. VIIA for control class and VIIB for experimental class.

C. The problem of the Research

Based on the background above, the researcher formulates the research problem as follows:

Is there any influences of rewards and punishments on reading skill for the seventh grade students of SMPN 2 Kebonagung?

D. Objectives of the Research

About the problem of the research above, the objectives of this research is:

¹⁷ Sri Andriani Sidin. "The Application of Reward and Punishment in Teaching Adolescent". (Postgraduate Program, Universitas Negeri Padang, Padang, 2021). 251

To know the influences when rewards and punishments are applied in reading class for the seventh grade students of SMPN 2 Kebonagung.

E. Significances of the Study

The result of the research is expected to give some benefits theoretical and practical significance:

1. Theoretically

- a. Adding scientific knowledge to the field education on true implementation of the learning process in particular English learning.
- b. The result of this research can be used as a reference for conducting such kind of research in the future.

2. Practically

- a. As a consideration in reference plan the learning process, and hopefully provide benefits for prospective English teachers in improving quality English learning for students.
- b. The result contains the information about rewards and punishment in teaching English

F. Organization of the Study

To make it easier in writing the thesis, the researcher has divided the thesis into five chapters. At the beginning before the first chapter, the researcher included the cover or page title, counselor approval sheet, authorization page, motto, abstract, preface, table of contents. At the end of the thesis, the researcher attached lesson plan and worksheet. The five chapters in the thesis are as follow:

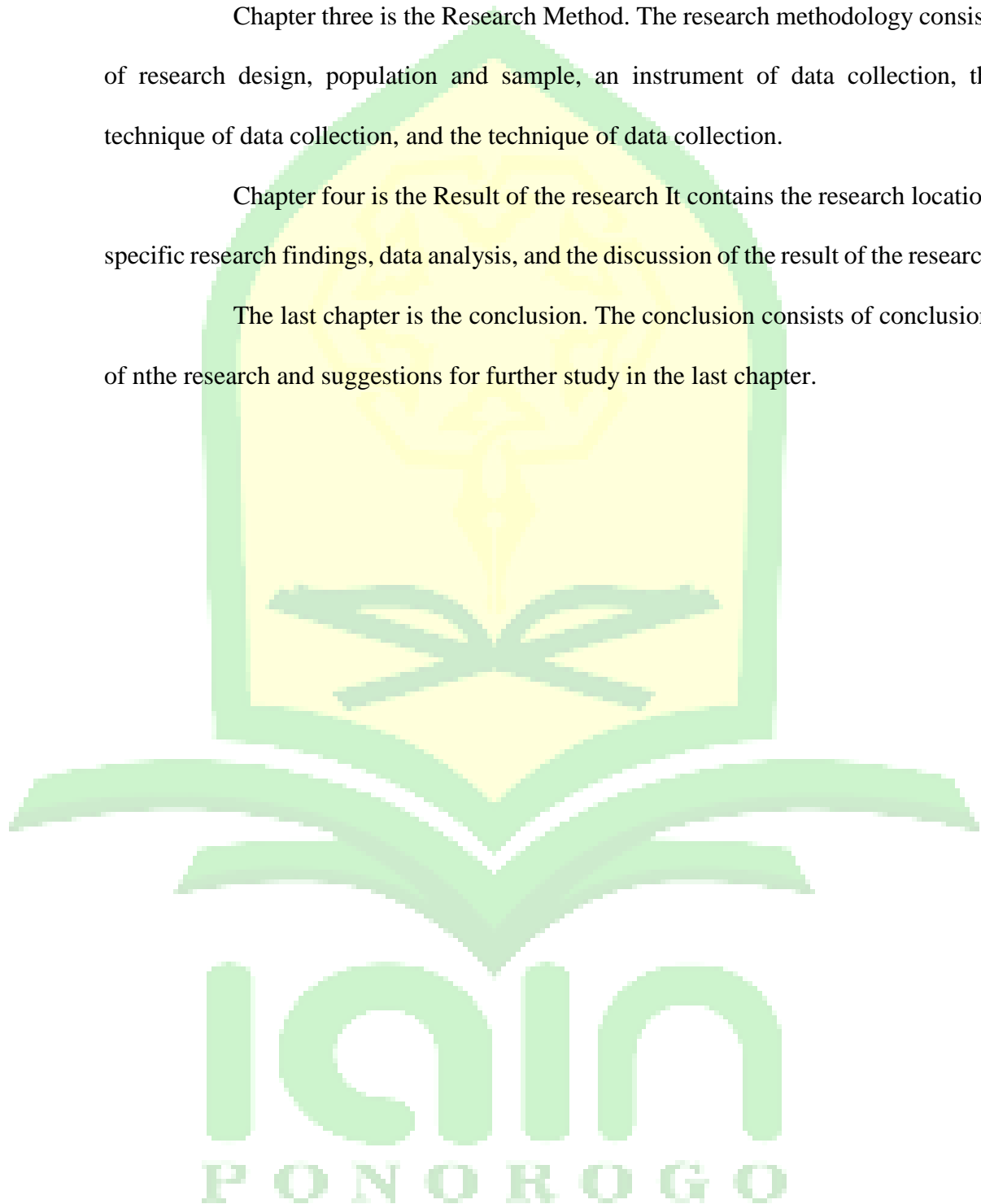
Chapter one is an Introduction. The introduction is a general description of the thesis. The first chapter consists of a background study, limitation and statement of the problem, objective, significance of the study, and organization of the thesis.

Chapter two is the Review Related literature. This chapter discussed review of previous research, theoretical background, theoretical framework, and hypothesis.

Chapter three is the Research Method. The research methodology consists of research design, population and sample, an instrument of data collection, the technique of data collection, and the technique of data collection.

Chapter four is the Result of the research It contains the research location, specific research findings, data analysis, and the discussion of the result of the research.

The last chapter is the conclusion. The conclusion consists of conclusions of nthe research and suggestions for further study in the last chapter.



CHAPTER II

PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter discusses previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Research Findings

The first research was from Rina Muji Astutik (UIN Maulana Malik Ibrahim Malang), under the title “The Influence of Reward and Punishment through the Students’ Emotional Intelligent of Social Science Students at MAN Kota Blitar”. The study used a quantitative approach using a questionnaire with a similar scaled instrument and documents. The sampling technique uses cluster sampling. The data analysis used was multiple linear regression analysis. This study aimed to know the effects of reward and punishment on the emotional intelligence of social science students at MAN Kota Blitar.

The results show that rewards and punishments have an effect on emotional intelligence, and Goleman's concept of emotional intelligence through rewards and punishments has a positive effect on forming a good person. Differences related to the independent variable and the design of the study. And how to sample different from our study. Similarities are the dependent variables on which Rina Muji Astutik uses rewards and punishments.¹⁸

The second was the research by Titin Zumaroh Fuadilah under the title “The Effect of Reward and Punishment on Students’ Learning Motivation for The Eighth Grade of Smpn 1 Mlarak in Academic Year 2018/2019”. The researcher applied a quantitative approach with an ex-post facto research design. This research uses probability sampling which is proportional to random sampling. The technique of data analysis that the researcher used are as follow Assumption Test, Normality Test Autocorrelation.

¹⁸ Rina Muji Astutik, *The Influence of Reward and Punishment through the Students’ Emotional Intelligent of Social Science Students at MAN Kota Blitar*, (Malang: UIN Malang: 2017), xviii.

Heteroscedasticity Test, Hypothesis test. The purpose of this study was to know the importance of rewards and punishments on student motivation at SMPN 1 Mlarak.

The results show that reward and punishment have some impact on students' motivation for grade 8 of SMPN 1 Mlarak in the 2018/2019 school year. The differences relate to the independent variable, study design, and tools used. And the difference lies in the dependent variables and analysis of research data. The similarities relate to the dependent variables.¹⁹

The third was the research by Irma Juwita (Universitas Islam Negeri Sumatera Utara), under the title “The Effect of Reward and Punishment in Student Speaking Skill at X Grade Student MA Islamic Boarding School of Darul Quran Medan Tembung. And this research is done by implementing an experimental research plan. The researcher conducts random sampling. The data analysis used a t-test student, normality test, homogeneity test, and validity test. The objective was to know the effect of rewards and punishments on the speaking skills of Grade X students of SMA Darul Quran Medan Tembung Islamic Boarding School and to find out the importance of rewards and punishments on the skill said by SMA Muslim Boarding Student Darul Quran Medan Tembung X-level student of the school.

The results show that the application of rewards and punishments has a significant effect on students' speaking ability. The difference is related to the design of the study using the experimental study design and data analysis. The similarities lie in the variables the researcher used, the rewards and punishments for speaking skills, and the dependence on the independent, so our study is still circular.²⁰

¹⁹ Titin Zumaroh Fuadilah, *The Effect of Reward and Punishment on Students' Learning Motivation for The Eighth Grade of Smpn 1 Mlarak in Academic Year 2018/2019*, (Ponorogo: IAIN Ponorogo: 2019), ii-iii.

²⁰ Irma Juwita, *The Effect of Reward and Punishment in Student Speaking Skill at X Grade Student MA Islamic Boarding School of Darul Quran Medan Tembung*, (Medan: UIN SU Medan:2019), i.

The fourth “The Implementation of Rewards and Punishments in Teaching English at Students of MTs Al Muhajirin Tapung”. by Siti Chodijah NST (UIN SUSKA) Related to the objective of the research, the research used qualitative research design. The design of the research used observation and interviews. The research had three variables. The dependent variables are reward and punishment. The independent variable is Teaching English. The researcher used data reduction, data display, and conclusion drawing and verification for analyzing data.

This study aims to describe the implementation of rewards and punishments in teaching English to eighth-grade students of MTs Al Muhajirin Tapun school and describe the students' responses to the implementation of rewards and punishments. punishment in teaching English to eighth-graders by MTs Al Muhajirin Tapung. As a result, the researcher bases the implementation of rewards and punishments and students' responses on teaching English to 9th-grade students by MTs Al Muhajirin Tapung. The difference concerns the independent variable and the way the data is analyzed.²¹

In the fifth “The Effect Reward and Punishment in Learning English of Madrasah Aliyah Laboratorium Uinsu Medan” by Nur Mailan Lubis (UINSU Medan) The researcher applied quantitative research. And conduct by implementing an experimental research design. The researcher used the validity test, reliability test, normality test, and homogeneity test.

The aim is to know how the process of giving rewards and punishment in Reading skills at teen grade students of Madrasah aliyah laboratorium UINSU Medan and to know there is a significant influence in giving rewards and punishment toward interest in Reading skills at X grade students of Madrasah Aliyah Laboratorium UINSU Medan. As a result of data analysis, it was found that the reward and punishment method significantly affects students' comprehension. The difference is on the independent

²¹ Siti Chodijah, *The Implementation of Rewards and Punishments in Teaching English at Students of MTs Al Muhajirin Tapung*, (Pekanbaru: UIN SUSKA Riau: 2020), vi.

variable which is using learning English for the independent. And also how to analyze the data are different too.²²

The sixth is “ Giving Rewards and Punishments in Improving Students’ Reading Skill” by Nur Aiza Ma’rifah (UIN Syarif Hidayatullah Jakarta). The researcher applied qualitative and quantitative research and will conduct it by implementing classroom action research (CAR). The research consists of three variables. The dependent variables are reward and punishment while the independent variable is reading skill. The technique of data analysis used in this research is descriptive analysis(percentage) and the analysis of qualitative data used in this study is the observation of students’ activities during the teaching-learning process and the interview before and after classroom action research.

The aim is to see how the implementation of giving rewards and punishment in the reading section especially reading skills and also to help the English teacher of SMP Dua Mei in managing classroom activities effectively. The result of this classroom action research showed that the technique of giving rewards and punishment in improving students’ reading skills at VI Grade of SMP Dua Mei can motivate them to read text selectively and effectively which could be shown by the student who passed KKM after cycle 1 and cycles 2. The differences are in the variable, research design in qualitative ways, and also how to analyze the data.²³

²² Nur Mailan Lubis, *The Effect Reward and Punishment in Learning English of Madrasah Aliyah Laboratorium Uinsu Medan*, (Medan: UIN SU Medan: 2019), 5.

²³ Nur Aiza Ma’rifah.. *Giving Rewards and Punishments in Improving Students’ Reading Skill*, (UIN Syarif Hidayatullah: Jakarta,2011)

B. Theoretical Background

1. Reward

a. Definition of Reward

The students' behavior in their school or classroom has followed the behavior of their environment. Sometimes they grow up with less religious service and interest. Reward and punishment are precise to build their motivation in learning especially in the English learning process. Joseph and Anthony said that reward may satisfy some motive that is quite tangential to successful performance; for example, a reward of candy satisfies a hunger motive rather than a motive for achievement at arithmetic problems.²⁴

Ramazan and Lec also said that rewards in the process of implementing education as part of the learning method are the most important part of the motivation for students".²⁵ Using rewards in the classroom helps teachers to increase their students' motivation. For example "Great! I'm very proud of you".

b. Kind of Reward

There are several concrete examples of rewards and torments and this is also applied by researchers in learning, namely: Concrete examples of reward implementation include:

1) Educating praise

A successful teacher should give praise to students when he sees a good sign of behavior students. For example, when there is a student who has provided answers to the questions given.

²⁴ Joseph Nuttin and Anthony G. Greenwald, *Reward and Punishment in Human Learning-Elements of a Behavior Theory* (New York: Elsevier Inc, 1968), 4

²⁵ Ramazan Sak and Lec Betul Kubra Sahin, *The Persistence of Reward and Punishment in Preschool Classrooms*, (Journal of Educational, 2016)

2) Give a gift

A teacher should respond to what he likes a child, he must be able to give these gifts on the right occasion. For example, diligent students, noble, and so on. This is a manifestation of the results of their actions. You can give them some pulse, money, a book, or another little gift that can motivate the student.

3) Pray

A teacher should motivate by praying for their students to be diligent in learning, polite, and diligent do religious obligations. Teachers can pray for example "May Allah give taufik for you", "I hope for the future your front is brilliant ".

4) Patting his shoulder

When one student comes to the front of the class to explain lessons or memorize them, the teacher can put the shoulders of the students because students carry out the task well. this is done to provide motivation and more familiarity.²⁶

c. Purpose of Reward

Giving rewards means a lot to children, at least with the reward the child will become confident though giving rewards by educators is not always good, but it does not rule out the possibility of giving a reward is a positive thing. Rewards can be an effective way to encourage students to begin tasks or material that initially motivate students to become involved in these tasks or material, other factors like interest and challenge can influence motivation. According to Soejono giving rewards by teachers has educational value and purposes, there are:

²⁶ Ramazan Sak and Lec Betul Kubra Sahin, *The Persistence of Reward and Punishment in Preschool Classrooms*, (Journal of Educational, 2016)

- Giving rewards can increase the better norm of students' behavior
- Giving rewards can maintain and expand the students' behavior
- Giving rewards is an indicator of increasing competence
- Rewards give a good situation to students in the classroom
- Giving rewards can make the students eager to learn the material.²⁷

2. Punishment

a. Definition of Punishment

Punishment is the practice of imposing something negative or unpleasant on a person or animal or property, usually in response to disobedience, defiance, or behavior deemed morally wrong by individual, governmental, or religious principles.

According to Ray Flora that the way to reduce the perceived need for punishment and the way to reduce illegal and destructive behavior is to increase reinforcement for achievement²⁸. Punishment is the latest action taken if reprimand and warning have not been able to prevent children from committing violations. Punishment is an imbalance from bad deeds or violations that disrupt the course of the education process and punishment is also an assessment of negative children's activities so that they are not repeated.

b. Kind of Punishment

1) Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. Teachers can use this punishment to punish students and to ask them to learn new vocabulary.

The purpose of giving this punishment is to make the students know that they are wrong for example when a student does not do homework, then a

²⁷ Nur Mailan Lubis, *The Effect of Reward and Punishment in Learning English of Madrasah Aliyah Laboratorium UINSU Medan*, (Medan,2019), 27.

²⁸ Stephen Ray Flora, *The Power of Reinforcement*, (New York: State of University New York Press, 2004), 121

student must memorize the vocabulary. Memorizing new vocabulary can increase students' English vocabulary. Even though they get punishment; they still learn English. It can make the students more discipline in the class and it will make them have many additional vocabularies.

2) Decreasing students' point

This kind of punishment is not physical punishment, but it also gives a big effect on the students. As a reward, students can increase their points when they focus, are active, and do the task well, but as punishment, they will decrease their points if they break the rule. The teacher can reduce students' points if they have bad behavior in the class. The teacher tells to the students if they do not focus and keep talking in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

3) Moving student's seat position

Sometimes during the class, students will talk to each other while the teacher explains the lesson. It will disturb the teacher's concentration and others. Moving students' seat positions can be used for the students who always talking in the class during the learning time. This punishment gives a positive impact on the students, not only they can think that they are wrong, but they also will get along with other students in the class. When students move to the other seat, they can learn together with their other friends. It also teaches the students to care for their other friends and widen their social life²⁹

c. The Purpose of Punishment

²⁹ Irawati, *The Use of Reward and Punishment to Increase Young Learners Motivation in Learning English as Foreign Language Adapted to Indonesian Context* (University of Padang: English Language Teaching Volume 5 No. 1 Serie D, 2016), 269-270.

The purpose of punishment is to reduce the behavior, and the degree to which punishment is effective in reducing a targeted behavior is dependent on the relationship between the behavior and the punishment. When teachers want to decrease children's undesirable behavior (such as teasing and hogging) punishment should be used only as a last resort and always in conjunction with providing the child information about appropriate behavior.³⁰ From the definition above the researcher conclude that punishment is given to stop someone from wrongdoing and using a painful or unpleasant to discourage bad behavior to behave properly.

Punishment should be consistent and applied every time that the students engage in misbehavior. Punishment is applied in teaching and learning activities for certain purposes, most generally to encourage and enforce proper behavior as defined by society or family. When teachers want to decrease children's undesirable behavior (such as teasing and hogging), punishment should be used only as a last resort and always in conjunction with providing the child information about appropriate behavior.³¹

Punishment must be given depending on the students' actions, not the teacher's mood on fatigue level. Give the punishment immediately after the misbehavior to make the association between the act of wrongdoing and the consequence of punishment.

3. Procedure in applying strategies

- a. The researcher enter the class and do the teaching learning process.
- b. The researcher gave the students pre-test for both of cleass (control and experiment)

³⁰ John W. Santrock, *Educational Psychology* (2002),222.

³¹ Ibid., 22.

- c. The researcher gave the treatment in experiment class.

The researcher gave quiz/task to the students. When the students have correct and quick answer, the researcher will give the reward. The reward are praise and compliment for the student. But, when the student didn't do the task, the researcher will give punishment.

- d. The researcher gave the students post-test for both of class (control and experiment)

4. Reading

a. Definition of Reading

Allah SubhanahuWaTa'ala said in Surah Al-Alaq verse 1-5 Holy Qur'an:

Meaning:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ١

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣

الَّذِي عَلَّمَ بِالْقَلَمِ ٤

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم ٥

1. Read, 'O Prophet,' in the Name of your Lord Who created—
2. created humans from a clinging clot.
3. Read! And your Lord is the Most Generous, Read: and your Lord is Most Generous.
4. Who taught by the pen—
5. taught humanity what they knew not.1
6. (Q.S Al-Alaq: 1-5)³²

³² Mahmud Rasyid, *The Qur'anon English Translation Meaning of the Qur'an* (Libanon: DarulChoura, 1990), 257.

In first word in this verse Allah said Iqra' that means read. The verse above indicated that if we want to know about something we must read first. By reading we can get the information and develop our knowledge. Reading comprehension is one of the ability that students should have, because by reading comprehension, the student can understand the purpose of reading text. They will know the used of reading comprehension because they have real experience in having ability of comprehending some information in reading book.

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning:

Demanding that knowledge is obligatory for every Muslim (H.R. Ibnu Majah).³³

Demanding that knowledge is obligatory for every Moslem, wether male or female, wether children, teenager and adult. Thus, if the law requires that knowledge is mandatory that people who do not do will get sin. Meanwhile, people will seek knowledge will let such people who fight in Allah's way, and when he died on demand of science, then he will die as martyr. The person who has knowledge and practices it, then his position will be lifted by Allah in the world and will be elevated in the hereafter.

نَرْفَعُ دَرَجَاتٍ مِّنْ نَّشَاءٍ ۗ وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ

Meaning:

"... We raise the degree of people we want, and above everyone who is knowledgeable there is another who knows." [Q.S. Yusuf: 76].³⁴

³³ Hadits of history IbnuMajah no. 224.

³⁴ Mahmud Rasyid, *The Qur'anon English Translation Meaning of the Qur'an* (Libanon: DarulChoura, 1990), 87

It is stated that the interpretation of the verse above is that We (Allah) elevate the degree to whom We want because of knowledge. As We have raised the degree of Yusuf 'alaihissalaam above his brothers because of his knowledge

Reading is central to teaching and learning and it is vital to consider the circumstances in which the developing child is required to extract and apply to mean derived from the text. Reading achievements skills become more important as children progress through the educational system.³⁵

b. Kind of Reading

Jeremy harmer wrote that in his book there are several kinds of reading including.

1) Intensive Reading

In intensive reading, as the term indicates, each vocabulary and the structural item is explained and made as a fact of the students' active language, pronunciation, and intonation are stressed, and each concept allusion is clarified. Besides intensive reading is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming. Readers need to make a distinction between extensive reading and intensive reading. The term intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Here, the student looks at an extract from magazines, poems, the internet, websites, novels, newspapers, plays, and a wide range of other text genres. Intensive reading is usually accompanied by study activities. The teacher may ask students to work out what kind of text they are reading. Look for details of meaning, look at particular uses of grammar and vocabulary and

³⁵ Paula J Clarke and Dean Cheshier, *Developing reading comprehension*, (Wiley: Blackwell ,2014),

then use the information in the text to move on to other learning activities the teacher also encourage them to reflect on different reading skill.

2) Extensive Reading

Extensive reading should involve reading for pleasure what Richard Day calls joyful reading, the reader deals with longer texts as a whole, which requires the ability to understand the parts and their contribution to the overall meaning. Example: reading a newspaper, articles, short story, or novel. According to Jeremy Harmer that one of the fundamental conditions of a successful extensive reading program is that students should be reading material that they can understand. This is enhanced if students have a chance to choose what they want to read, the students are struggling to understand every word, and the students can hardly be reading for pleasure. It is the main goal of this activity. This means that English teachers need to provide books that either by chance or because they have been specially written, are readily accessible to the students.³⁶

c. Purpose of Reading

Students read a text to learn to find out information, to be entertained, to reflect, or as a religious practice. The purpose of reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. Jeremy Harmer said in his book that many students want to be able to read texts in English either for their care or their pleasure. The essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand the meaning of the passage. Reading for information may range from

³⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson;Longman, 2004), Fourth Edition, 287.

the scanning of documents and the reading of letters to an in-depth understanding of articles or books. Whether we are reading for pleasure or for information, the nature of the reading depends on what the readers want from the text.

c. How to Asses Reading Skill

1) Letter knowledge

The ability to associate sound with the letters

2) Phonemic awareness

The ability to hear and manipulate sounds in words

3) Decoding

The process of using lettersound corespondences to recognize word

4) Fluency

The aautomatic ability to read words in connected text

5) Reading comprehension

The process of understanding the meaning of text³⁷

3. Genre

Genre comes from french which means 'type'. According to kanpp and watkins genre is genre is a grouping concept for cultural practices. genre deals with place occasion, function, behavior and interactional structure. The basic of genre writing are describing, instructing, arguing, explaining and narrating. briefly, it can be describe as classification things and experinces then putting it into words based ontheir characteristic and behavior respectively. ³⁸

While Gerot and Wignell stated that genre as type of text in specific culturally which come from using language in spoken or written to help accomplish

³⁷ [http:// www.readingrocket.org/article/early-reading-assesment-guiding-tool-instruction](http://www.readingrocket.org/article/early-reading-assesment-guiding-tool-instruction) Accessed on June 20th 2022

³⁸ Peter Knap and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: UNSW Press, 2005), 77.

something.³⁹ It means that genre are culture and have related to particular purpose, particular states (distinctive beginning, middle and end) and particular linguistics features.

Text in English can be classified into several genre, they are:⁴⁰

- A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.
- A recount is a writing text to document and to tell a series of events in achronological way so that it entertains or informs a reader.
- A report describes the way thing are with reference to a range of natural, man-made and social phenomena in our environment.⁴¹
- Description is kind of paragraph used to describe particular person, place or thing.
- An exposition is used to argue for or againts a social issues.
- An explanation is used to describe or explain process or activity.
- A discussion is applied to present points of view about an issue at leastfrom two sides namely protagonist and antagonist.
- Procedure is a text which gives instruction.
- Spoof is kind of genre used to retell an event with a humorous twist.
- Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.
- Analytical exposition is a text to persuade the reader or listener thatsomething in the case.

³⁹ L. Gerot and Wignell, *Making Sense of Functional Grammar* (Commenny: Antipodean Education Enterprises, 1994), 190.

⁴⁰ Mildred L. Larson, *Meaning-based translation: A guide to cross-language equivalence*. (Lanham: University Press of America, 1984), 366.

⁴¹ Clare Beghtol. *The Concept of Genre and Its Characteristics*, (London: TorontoUniversity2001.), p. 18

- News item is a text to inform the readers, listeners or viewers about events of the day which are considered news worthy or important.
- Reviews text is a text to critique an art work or event for a public audience.⁴²

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of 12 genres text (Descriptive text, recount text, news item text, procedure text, narrative text, report text, analytical exposition, anecdote, hortatory exposition, explanation text, discussion text, review text). Descriptive text is a form of writing that tells what someone or something is like. a descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include :

(a) an introduction to the subject of the description; (b) characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.⁴³

b. Purpose of descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

c. The characteristic of descriptive text

- Descriptive text is dominated by simple present tense. It is caused by the factual of descriptive text itself
- Descriptive text uses more relational and material verb.
- The most important thing of descriptive text is to describe something or someone not someone who describes something.

⁴² Linda Gerot, et.al, *Making Sense of Functional Grammar* (Cammeray: Antipodean Educational Enterprises, 1955,) 192.

⁴³ Joko Priyana, *Scaffolding English for Junior High School Students Grade VIII* (Jakarta: Pusat Pebukuan, 2008), 9.

- In descriptive text, there are conjunction such as firstly, secondly, etc is only to arrange idea not show an order.
- In descriptive text, adjective shapes and characteristic. ⁴⁴

4. Generic structure of descriptive text

a. Identification

Identification mentions phenomenon to be describe

b. Description

Description describes the parts, the qualities, and characteristics of what has been described.

5. Language features of Descriptive Text

- Specific participants

Ex: Mahya Eka Safitri, Mawar, Nurul Apriliani

- Simple Present Tense

Ex: I have a lot of friends. She looks more beautiful when she is smiling

- Action Verb

Ex: Think Try

Come Seek

Looks Explain

- Use of adjective

Ex: Tall Short

Medium height Curly

Quit slim Beautiful

Dark Angry

- Linking verb

⁴⁴ Tri Wiranto, *Kiat Menulis Karya Ilmiah Dalam Bahasa Inggris* (Yogyakarta: Pustaka Belajar, 2003), 27.

Ex: Is, Am⁴⁵

C. THEORETICAL FRAMEWORK

The teacher should provide interesting media and also motivate the student to develop the students' activity in learning English. Reward and Punishment are methods to increase students' motivation in learning English, especially in reading skills. Reward and punishment are precise to build their motivation in learning especially in the English learning process. Joseph and Anthony said that reward may satisfy some motive that is quite tangential to successful performance; for example, a reward of candy satisfies a hunger motive rather than a motive for achievement at arithmetic problems. Punishment is an imbalance from bad deeds or violations that disrupt the course of the education process and punishment is also an assessment of negative children's activities so that they are not repeated.

D. HYPOTHESIS

According to LR Gay hypothesis is a researcher's prediction of the research findings, a statement of the researcher's expectations about the relations among the variables in the research topic⁴⁶. Based on the problem statements from the research, the hypothesis was formulated as follows :

1. Null Hypothesis (H_0): There is no significant difference in achievement in teaching reading between students who are taught using the rewards and punishments strategy and who are not taught by using the rewards and punishments strategy at SMPN 2 Kebonagung.
2. Alternative Hypothesis (H_a): There is a significant difference in achievement in teaching reading between students who are taught using the

⁴⁵ Rudi Hartono, *Genres of Text* (Semarang: Semarang State University, 2015). 47.

⁴⁶ L R Gay, *Educational Research : Competencies for Analysis and Application* (USA; Pearson Education Inc, 2012), 69.

rewards and punishments strategy and who are not taught by using the rewards and punishments strategy at SMPN 2 Kebonagung.



CHAPTER III

RESEARCH METHOD

The existence of the research method has a goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique.

A. Research Design

Based on the objective of the study, the type of this research is quantitative research. According to LR Gay, quantitative research is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data.⁴⁷

Experimental design includes pre-experiment, quasi-experiment and true-experiment. The design used in this study is quasi experimental. In the quasi-experimental, the study used a pre- and post-test, non-randomized controlled test.

There were three variables in this study: Variable X1, variable X2 and variable Y. Variable X1 is defined as a reward, variable X2 is defined as a punishment and Y is defined as the student's reading comprehension. The quasi-experimental design can be expressed as:⁴⁸

GROUP	PRE-TEST	TREATMENT	POST-TEST
EXPERIMENTAL	O ₁	X	O ₂
CONTROL	O ₃	-	O ₄

Notes:

X : Treatment by using reward and punishment

O₁ : Pre-Test for experimental class

O₂ : Post-Test for experimental class

O₃ : Pre-Test for control class

O₄ : Post-Test for control class

⁴⁷ L R Gay, *Educational Research : Competencies for Analysis and Application* (USA: Pearson Education Inc, 2012), 9

⁴⁸ John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*. (Boston: Pearson Education, Inc., 2012), 151.

B. Population and Sample

1. Population

A population is a group of individuals with similar characteristics⁴⁹. Based on the above explanation, the researcher concludes that the study subjects are all 8th grade students of SMPN 2 Kebonagung school year 2021/2022. The population consists of 5 classes VII A, VII B, VII C, VII D and VII E. The total number of students is 124. Sample

The sample is a subset of the target population that researchers want to investigate in order to generalize to the target population.⁵⁰ There are two types of sampling: probability sampling (random sampling) and non-probability sampling (non-random sampling). The researcher uses random sampling to select the sample because the selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling⁵¹. The sample for this study is class VII A and class VII B. The total sample is 64 students

C. Instrument of Data Collection

Research instrument is a means or tool used by researcher to collect data to obtain satisfactory or best seller that can occur systematically and completely. The following is the format of research instruments in quantitative research.⁵² Instrument of data collection can be shown as table:

Variable	Aspect	Item number	Technique
Variable X1 Reward	1. Giving positive feedback through words and sentence	1,2,	WrittenTest
	2. Giving compliment the form of gesture and mimic.	3,4,5,6	

⁴⁹ John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York; Pearson, 2002) Fourth Edition, 142.

⁵⁰ *Ibid.*, 142.

⁵¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: Mc Graw-Hill, 2009), 95.

⁵² C.R Khotari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International Limite Publisher, 2004) Second Revised Edition, 113-200.

	3. Giving additional point or present to active students	7,8,9	
Variable X2 Punishment	4. Creating expressions to discipline the students	10,11	
	5. Reprimanding the students of their bad behavior	12,13	
	6. To say command or action to protect students from unnatural acts.	14,15	
Variable Y Reading Skill	Grammar	16,17,18,19,20	
	Pronunciation	16,17,18,19,20	
	Vocabulary	16,17,18,19,20	
	Fluency	16,17,18,19,20	
	Understanding	16,17,18,19,20	

According to LR Gay, the equipment is a particular test or tool used to collect data and is the basis for a particular choice of equipment.⁵³ In this study, the researcher used observation and written exams.

1. Test

A test is a formal, systematic, usually paper-and-pencil procedure for gathering information about people's cognitive and affective characteristics⁵⁴. But in this pandemic condition, the test will apply online test. The researcher use WhatsApp to give the test.

The test format is multiple choice and essay. The test is divided into two parts: pre-test and post-test. Pre-tests are conducted to determine student performance before treatment. Post test are conducted to determine student performance after receiving treatment. A total of 6 class meeting. The Researcher will give pre-test students in the first meeting, treat in the second to fourth meetings, and post- test in the last meeting. The test results are the primary data source.

⁵³ L R Gay, *Educational Research : Competencies for Analysis and Application* (USA; Pearson Education Inc, 2012), 122.

⁵⁴ Ibid., 631

In quantitative research, the quality of the research instrument is related to the validity and reliability of the instrument while the quality of the collection is related to the accuracy of the technique or the means used to collect the data.

a. Validity test

Validity in quantitative research refers to the ability or other way to draw meaningful and useful conclusions from the results of a particular measure.⁵⁵ Validity means the extent to which the inferences made from the results of the audit are appropriate, meaningful and useful for the purposes of the audit.⁵⁶ We can say that validity is knowing whether our research instrument is valid or not. Validation analysis was used to know r_{xy} consulted r_{table} at 5% significance level for the point in time of the product with $N=32$. Their index was 0.3494. If the value of r_{xy} is greater than r_{table} then the element is valid. Also, if r_{xy} 's value is less than r_{table} , the entry is invalid.

In this study, the researcher used the program IBM SPSS Statistic 17.0 to measure the whole test. In addition, it's used to find out if the written exam for this study is valid. To confirm the validity of the entry, the researcher took 32 samples VII C, researcher gives multiple and extended tests. How to calculate the value of items by SPSS programs as follows;

Table 3.1 The Result of Validity Test

Item	"r" calculated	"r" table	Sig	α	Explanation
1	0,533	0,3494	0,002	0,05	VALID
2	0,650	0,3494	0,000	0,05	VALID
3	0,622	0,3494	0,000	0,05	VALID
4	0,625	0,3494	0,000	0,05	VALID

⁵⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition* (USA: SAGE Publication, 2014), 160.

⁵⁶ . Douglas Brown, *Language Assessment Principles And Classroom Practice*, (New York: Longman, 2000), 22.

5	0,381	0,3494	0,032	0,05	VALID
6	0,535	0,3494	0,002	0,05	VALID
7	0,756	0,3494	0,000	0,05	VALID
8	0,563	0,3494	0,001	0,05	VALID
9	0,590	0,3494	0,001	0,05	VALID
10	0,524	0,3494	0,002	0,05	VALID
11	0,431	0,3494	0,002	0,05	VALID
12	0,474	0,3494	0,014	0,05	VALID
13	0,592	0,3494	0,006	0,05	VALID
14	0,593	0,3494	0,000	0,05	VALID
15	0,561	0,3494	0,000	0,05	VALID
16	0,641	0,3494	0,001	0,05	VALID
17	0,622	0,3494	0,000	0,05	VALID
18	0,620	0,3494	0,000	0,05	VALID
19	0,620	0,3494	0,000	0,05	VALID
20	1,000	0,3494	0,000	0,05	VALID

Based on Table 3.1 above, the validation test results were performed by 32 respondents and used 20 test items. Based on this calculation, a 20-item test is declared valid with a 5% significance of $r_{xy} > r_{table} 0.3494$.

b. Reliability Test

Reliability is the consistency of the consequences of a problem that repeats at the same time. Reliability means that the device results are stable and consistent.⁵⁷ The researcher used the Cronbach's Alpha version for this evaluation and the SPSS Statistic 17.0 software to degree reliability.

⁵⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

Table 3.2 Result of Reliability Test

Reliability Statistics			
Cas	Cronbach's Alpha	N of Items	%
	.884	20	100.0

a. Listwise deletion based on all variables in the procedure.

Test item reliable

"r" calculated	"r" table	Explanation
0.884	0.60	Reliable

According to Syofian Siregar, the criterion for a research tool is said to be reliable if the reliability coefficient (calculated r) > 0.6 .⁵⁸ In this study, the researcher found the reliability analysis coefficient for each element greater than 0.6 with Cronbach's Alpha. We can concluded that the test results are reliable.

2. Documentation

Documentation is used to get the data directly from research setting. Ary and friends states that documentation refers to a wide range of written, physical and visual materials, includes what authors may term artifacts.⁵⁹ In this study, the researcher used form of documentation which are relates to teaching English reading skill through reward and punishment strategies such as list of students' name, and the documents of the school (vision, mission, the school profile).

D. Data Collection Technique

1. Test

Fourth Edition (USA: SAGE Publication, 2014), 160.

⁵⁸ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2017), 90.

⁵⁹ Donald Ary, etal, *Introduction to Research in Education, 8th Edition* (Canada: Thomson Wadsworth, 2010), 481.

The result of the test is primary data. The data was collected by using pretest and posttest. A pre-test is given to the students at the beginning of the research. Then, the post-test to the students at the end of the research. The procedures for collecting data are as follows:

a. Pre-test

A pre-test is conducted for a first meeting before the researcher conducts the treatment. The researcher gave a pre-test to the students before giving the treatments to know their basics before the treatments and also the class' means. The test item used for the pre-test consisted of 20 items with 15 multiple choices and 5 essays. The test was about reading achievement which was appropriate with indicators of reading comprehension. The test answered the question online. Then the researcher did the scoring based on their answers.

b. Post-test

The post-test was given at the end of the research. The items used for the posttest consisted of 20 items with 15 multiple choices and 5 essays. The test answered the question online. Then the researcher did the scoring based on their answers.

2. Documentation

The researcher used form of documentation which are relates to teaching English reading skill through reward and punishment strategies such as list of students' name, and the documents of the school (vision, mission, the school profile). The researcher took the documentation during the research from August 31th 2021 after got permission from the principal.

E. Data Analysis Technique

Data analysis techniques are a step towards answering the question of the research problem. In this research, the researcher will analyze the data by using a statistical method. To find out the students' scores, the writer uses a formula as follows:

$$\text{Students' score} = (A \times 60) + (B \times 40)$$

A = Multiple choice (15 items)

B = Essay (5 items)

a. Normality Test

The normality test is a test to know whether the data of the pretest and the posttest are distributed regardless of whether they are normal or not.⁶⁰ If the calculation shows that the participant is in the center, the data is called normal. In this study, the researcher used the SPSS Statistic 17.0 program to investigate the normality test.

b. Homogeneity test

The homogeneity test is used to find out the similarity of the population. The homogeneity test is used to know before comparing several groups.⁶¹ In this study, researchers used the SPSS Statistic 17.0 program to investigate the uniformity test.

c. Testing Hypothesis

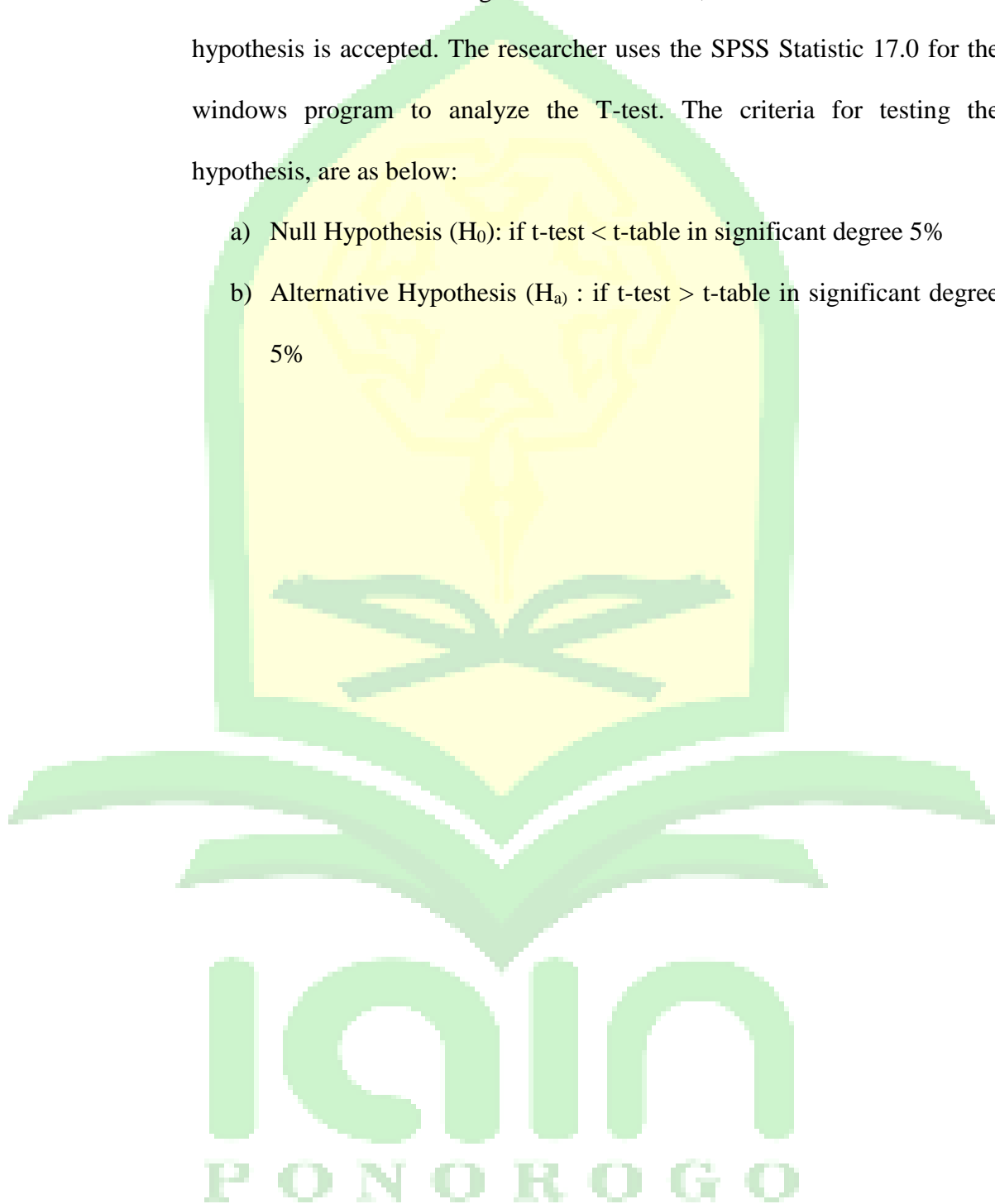
This test is used to see the significant differences in English reading skills in seventh grade at SMPN 2 Kebonagung that use reward and punishment strategies. To test the hypothesis, in this study the researcher uses the T-test. The t-test is used to determine whether two groups of scores are significantly different at a selected probability level.

⁶⁰ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2017),

⁶¹ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 212.

The analysis of the t-test formula described whether the hypothesis is accepted or rejected. If the t-calculated is the same or less than the critical value of the t-table, it means the null hypothesis is accepted. However, if the value of t-calculated is greater than t-table, it means the alternative hypothesis is accepted. The researcher uses the SPSS Statistic 17.0 for the windows program to analyze the T-test. The criteria for testing the hypothesis, are as below:

- a) Null Hypothesis (H_0): if $t\text{-test} < t\text{-table}$ in significant degree 5%
- b) Alternative Hypothesis (H_a) : if $t\text{-test} > t\text{-table}$ in significant degree 5%



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Location

1. Profil of SMPN 2 KEBONAGUNG

SMPN 2 Kebonagung is a State Junior High School (SMP) located in East Java Province, Kab. Pacitan with the address Jl. Pacitan - Lorok Km 16, Ds. Ketro, district. Kebonagung, Pacitan. The teaching-learning process at SMP NEGERI 2 KEBONAGUNG is done in the morning. In a week, learning is carried out for 6 days. SMP NEGERI 2 KEBONAGUNG has accreditation A, based on certificate 164/BAP-S/M/SK/XI/2017.

2. Vision, Mission, and Goal

a) Educational Purpose

As Stipulated in Law No. 20 of 2003 concerning the National Education System Article 3 states, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. About the operational objectives of basic education, it is stated in the basic education curriculum that the purpose of the basic education level is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education.

b) Vision

“Patriot Spirit, Intelligent and Skilled in Environmentally Insightful Science and Technology Based on IMTAQ”

c) Mission

- 1) Instilling honest behavior, discipline, and love for the homeland.
- 2) Develop education and scouting cooperation globally. \
- 3) Optimizing the use of Information Technology and Multimedia
Improving teacher professionalism through formal education, coaching, and teacher certification.
- 4) Realizing a clean, leafy, safe, healthy, beautiful culture in the school environment so that it is conducive to learning.
- 5) Utilizing the environment as a learning resource Instilling awareness to all school members about the importance of preserving the environment.
Show a caring attitude to prevent pollution and or environmental damage
- 6) Optimizing environmental management using Reuse, Reduce and Recycle.
- 7) Optimizing the role of school committees and class administrators in environmental empowerment.
- 8) Instilling a religious character through habituation. Motto: “Smiles, Greetings, Greetings, Politeness, and Love for the Environment”

d) Education Objectives of SMPN 2 Kebonagung

- 1) Can practice religious teachings as a result of the learning process and habituation activities.
- 2) The formation of a culture of a religious character, discipline, and love for the homeland.
- 3) Achieved the Standard of Completeness Learning 85% and Minimum Completeness Criteria for each subject.
- 4) Achieve academic and non-academic achievements at least at the sub-district level

- 5) Able to empower the environment by employing Reuse, Reduce and Recycle.
- 6) Able to Create Green School.
- 7) The creation of a living environment following the 7 K (Faith, Order, Cleanliness, Beauty, Family, Security, and Shade).
- 8) Utilization of IT and multimedia.
- 9) The formation of a quality culture in every element of the school in achieving the Vision and Mission.

B. Data Description

The objective of this research is to find out whether there is a significant difference between students who are taught using reward and punishment strategies and who are not taught by using the reward and punishment strategies at SMPN 2 Kebonagung. The population used in this study was grade 7 of SMPN2Kebonagung in grade 2021/202. The researchers sampled two classes. It consists of 64 students. Class VIIA is a control class and class VIIB is an experimental class..

1. Research Schedule

Before doing the research, the researcher did the observation. On August, 31th 2021 the researcher came to the school and got permission from the headmaster. After that day, the researcher began the observation process. From the observation, the researcher collected the student data, the school data, and how the learning process in this pandemic condition.

There were five meetings in the teaching-learning process of the control class (VII A). There is a pre-est for the first meeting. Then there are three times for treatments (first, second and third treatment). And the post test was given last in the meetings. Also in the experimental class (VII B). There are five meetings in the teaching and learning proces. And also gave pre-test for the first meeting.

Then, there were three times for treatments (first, second, and third treatment). And post-test was given last of the meetings. The schedule of this research can be seen in the table:

Table 4.1 Research Schedule

Control Class (VIIA)		Experimental Class (VIIB)	
Date	Activity	Date	Activity
10 September 2021	Pre-Test	09 September 2021	Pre-Test
24 September 2021	First Treatment	16 September 2021	First Treatment
08 October 2021	Second Treatment	30 September 2021	Second Treatment
25 October 2021	Third Treatment	25 October 2021	Third Treatment
01 November 2021	Post-Test	01 November 2021	Post-Test

2. Research Procedures

Prior to starting treatment, the researchers pre-tested two classes. This activity aims to know the reading results of two classes of students before the researcher shows a cure. The format of the test is a written test. 15 multiple choices and 5 essay. After giving a pre-test, the researcher plays a treatment.

In the experimental class, the researcher taught students to apply reward and punishment strategies. The teaching procedures rewards and punishments in experimental class are as follows:

a. First meeting :

Opening activities

- 1) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 2) Introduction
- 3) Explain the things that will be done at the first meeting

Core activities

Students are asked to do a pre-test to find out how well students know through the google form

The questions are 20 multiple choice and 5 essays

Closing activities

- 1) The teacher gives assignments to students to find out the material about the time
- 2) Learning activities closed with prayers and greetings.

b. Second Meeting

Opening activities

- 1) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 2) Relate the material to the experiences of students
- 3) Conveying motivation about what is gained by studying the material
- 4) Explain the things to be learned, the competencies to be achieved, and what methods will be used

Core activities

- 1) Literacy activities: Students are asked to give examples of words in the form of time-based on the material in the book
- 2) Critical Thinking activities: The teacher allows students to identify as many things as possible that are not understood the example What Time is it? Students are asked to identify the different uses of:
 - a) It's ten o'clock
 - b) It's half-past eight
 - c) A quarter to four
 - d) A quarter past four

- 3) Communication: Students and teachers present their identification results regarding the goals and benefits of learning about time
- 4) Creativity: The teacher and students then make conclusions about things regarding time, especially the difference between half-past...., a quarter past.... and a quarter to....

Treatment:

Reward : For students who can answer the questions first, they will get praise and prayers from the teacher

Punishment : for students who get the lowest 3 scores will be given a punishment in the form of reading 3 sentences that show about time

Closing Activities

- 1) The teacher gives assignments to students to study the material about the day and month
- 2) The learning activities closed with prayers and greetings.

c. Third Meeting

Opening activities

- 1) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 2) Relate the material to the experiences of students
- 3) Remind students of the material and assignments that have been studied and given at the previous meeting

Core activities

- 1) Literacy activities Students are asked to read an explanation of the names of days and months on pages 48 and 53
- 2) Critical thinking Students are asked to identify differences in the use of later, ago, yesterday, and tomorrow

- 3) Communication Students are asked to read the names of months and days in English and then sent them through study groups
- 4) Creativity Teachers and students then make conclusions about things regarding time, especially about the use of later, ago, yesterday, and tomorrow

Closing Activities

- 1) The teacher gives assignments to students to find the difference between ordinal numbers and cardinal numbers
- 2) Learning activities closed with prayers and greetings.

d. Fourth Meeting

Opening Activities

- 1) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 2) Remind students of the material and assignments that have been studied and given at the previous meeting

Core activities

- 1) Literacy activities Students are asked to read examples of ordinal numbers and cardinal numbers that they have learned at home
- 2) Critical thinking Students are asked to identify the differences and use of ordinal numbers and cardinal numbers
- 3) Communication Students are asked to read ordinal numbers 1st-12th and cardinal numbers 1-12
- 4) Students are asked to read the date using ordinal numbers
- 5) Students are asked to read the year in English

- 6) Creativity Teachers and students then make conclusions about things regarding time, especially about the use of later, ago, yesterday, and tomorrow

Treatments:

For students who answer the questions first, they will get praise and prayers from the teacher

Closing Activities

- 1) The teacher gives direction to students to prepare PTS and post-test
- 2) Learning activities closed with prayers and greetings.

e. Fifth Meeting

Opening Activities

- 1) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 2) Recall what has been learned in the previous meeting
- 3) Explain the things that will be done at the previous meeting

Core activities

Core Activities Students are asked to do a pre-test to find out how well students know through google Forms/WhatsApp group. The questions are 20 multiple choice and 5 essays

Treatment:

Reward: For the fastest student who manages to get the best or perfect score will get a prize in the form of 5000 rupiahs pulse

Punishment: For students who get the lowest 3 scores will be given a punishment in the form of reading 3 sentences that show about time

Closing Activities

- 1) Before the lesson was closed, the teacher said goodbye and gave a memento
- 2) Learning activities closed with prayers and greetings.

On the other hand, In the control class researchers used normal teaching methods to teach students as follows :

a. First meeting :

Opening activities

- 4) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 5) Introduction
- 6) Explain the things that will be done at the first meeting

Core activities

Students are asked to do a pre-test to find out how well students know through the google form

The questions are 20 multiple choice and 5 essays

Closing activities

- 3) The teacher gives assignments to students to find out the material about the time
- 4) Learning activities closed with prayers and greetings.

b. Second Meeting

Opening activities

- 5) Opening with greetings and praying and checking the attendance of students as a disciplined attitude

- 6) Relate the material to the experiences of students
- 7) Conveying motivation about what is gained by studying the material
- 8) Explain the things to be learned, the competencies to be achieved, and what methods will be used

Core activities

- 5) Literacy activities: Students are asked to give examples of words in the form of time-based on the material in the book
- 6) Critical Thinking activities: The teacher allows students to identify as many things as possible that are not understood the example What Time is it? Students are asked to identify the different uses of:
 - e) It's ten o'clock
 - f) It's half-past eight
 - g) A quarter to four
 - h) A quarter past four
- 7) Communication: Students and teachers present their identification results regarding the goals and benefits of learning about time
- 8) Creativity: The teacher and students then make conclusions about things regarding time, especially the difference between half-past...., a quarter past.... and a quarter to....

Closing Activities

- 3) The teacher gives assignments to students to study the material about the day and month
- 4) The learning activities closed with prayers and greetings.

c. Third Meeting

Opening activities

- 4) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 5) Relate the material to the experiences of students
- 6) Remind students of the material and assignments that have been studied and given at the previous meeting

Core activities

- 5) Literacy activities Students are asked to read an explanation of the names of days and months on pages 48 and 53
- 6) Critical thinking Students are asked to identify differences in the use of later, ago, yesterday, and tomorrow
- 7) Communication Students are asked to read the names of months and days in English and then sent them through study groups
- 8) Creativity Teachers and students then make conclusions about things regarding time, especially about the use of later, ago, yesterday, and tomorrow

Closing Activities

- 3) The teacher gives assignments to students to find the difference between ordinal numbers and cardinal numbers
- 4) Learning activities closed with prayers and greetings.

d. Fourth Meeting

Opening Activities

- 3) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 4) Remind students of the material and assignments that have been studied and given at the previous meeting

Core activities

- 7) Literacy activities Students are asked to read examples of ordinal numbers and cardinal numbers that they have learned at home
- 8) Critical thinking Students are asked to identify the differences and use of ordinal numbers and cardinal numbers
- 9) Communication Students are asked to read ordinal numbers 1st-12th and cardinal numbers 1-12
- 10) Students are asked to read the date using ordinal numbers
- 11) Students are asked to read the year in English
- 12) Creativity Teachers and students then make conclusions about things regarding time, especially about the use of later, ago, yesterday, and tomorrow

Closing Activities

- 3) The teacher gives direction to students to prepare PTS and post-test
- 4) Learning activities closed with prayers and greetings.

e. Fifth Meeting

Opening Activities

- 4) Opening with greetings and praying and checking the attendance of students as a disciplined attitude
- 5) Recall what has been learned in the previous meeting
- 6) Explain the things that will be done at the previous meeting

Core activities

Core Activities Students are asked to do a pre-test to find out how well students know through google Forms/WhatsApp group. The questions are 20 multiple choice and 5 essays

Closing Activities

- 3) Before the lesson was closed, the teacher said goodbye and gave a memento
- 4) Learning activities closed with prayers and greetings.

The materials in both classes were the same, but the difference between the two classes was the strategy used in the teaching-learning process. After pre-testing and treatment, the researchers conducted post-testing in two classes. This activity aimed to determine the reading achievement of students in both grades after treatment by the researcher.

3. The Result of Students' Pre-test Score in Control Class

The researchers used a written test to obtain the data. It was used to analyze the reading achievement of students. The students had to answer the test. The table below shows a student's reading performance before the student is taught using reward and punishment strategies. The scores of students were:

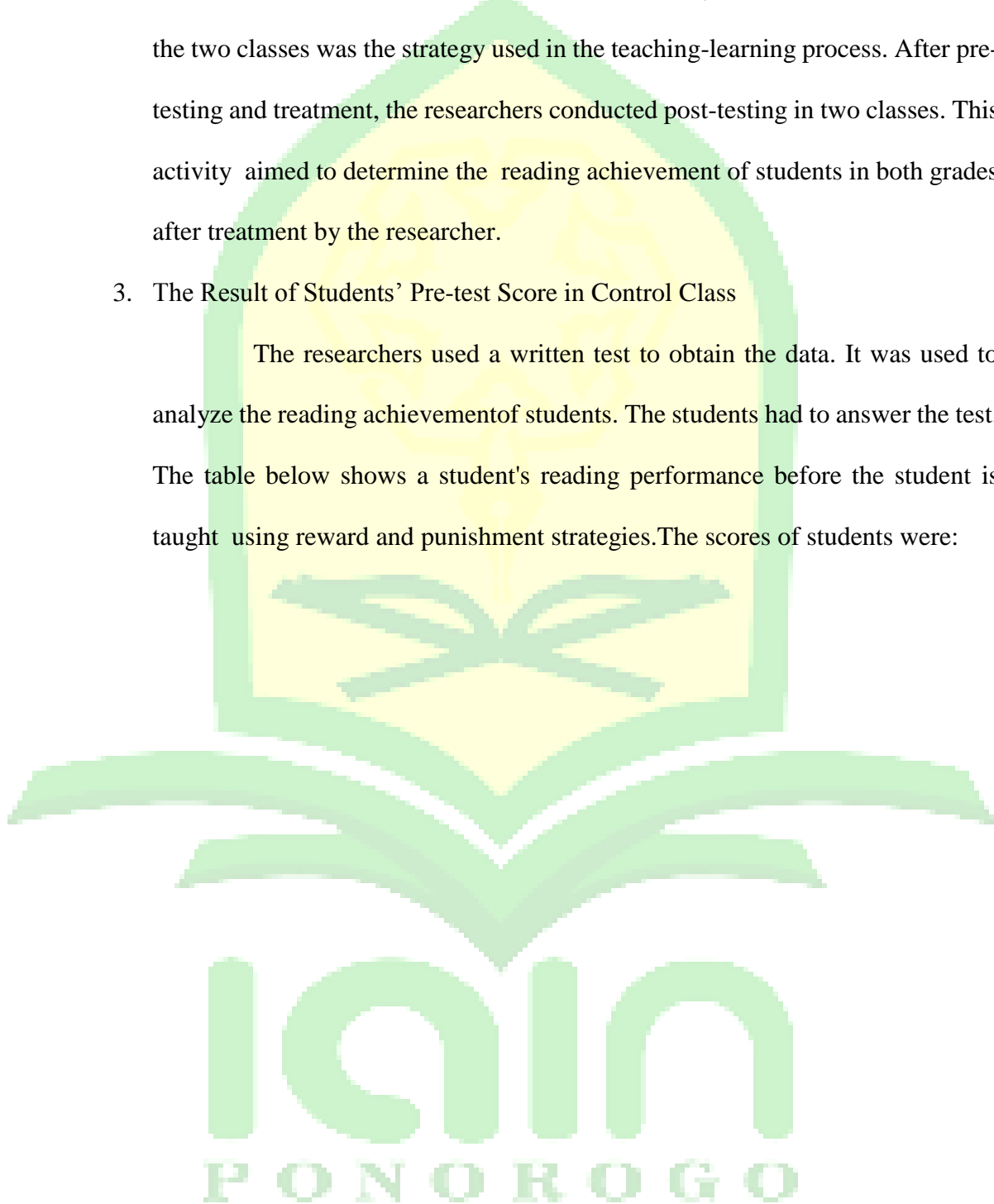


Table 4.2 Result of Student's Pre-Test Score in Control Class

NO	NAMA	ITEM																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AFIQ QA	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	2	2	8	8	8	84
2	ALDHO PH	4	0	4	0	4	4	4	0	4	0	0	0	0	4	4	0	2	2	2	2	40
3	ALFIAN DP	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	8	8	8	8	8	96
4	ARINDAV	4	4	4	4	4	4	4	4	4	4	0	0	4	4	8	8	8	8	8	8	92
5	AULIAFL	0	0	4	0	4	4	4	4	0	0	0	0	0	0	8	8	8	8	8	8	60
6	CHRISS HF	4	0	0	0	4	4	0	0	4	4	0	0	4	0	0	8	2	2	2	2	40
7	CINDYSA	4	4	4	4	4	0	4	4	0	0	4	0	0	4	4	8	8	8	8	8	80
8	DEARLINN A	4	4	4	4	4	4	4	4	0	4	4	4	0	4	0	2	2	2	2	0	56
9	DIKI AM	4	4	4	4	0	0	0	0	0	0	0	4	0	0	0	2	0	2	2	2	28
10	DIMAS M	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	8	2	2	2	2	60
11	ELIN DO	4	4	4	4	4	0	4	4	4	0	4	0	0	0	0	2	2	2	2	2	46
12	FAISAL ARA	4	0	4	0	4	4	4	4	0	4	4	4	4	0	0	2	2	2	2	2	50
13	FELISKA YH	0	4	4	4	4	4	4	0	4	4	0	0	0	0	0	0	0	0	0	0	32
14	FIKRI RF	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	8	2	2	8	8	84
15	HAFIDA F	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	2	8	2	8	8	84
16	HALYS UAZ	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	2	2	2	2	0	60
17	HERDIAN ATA	0	4	4	4	4	0	4	0	4	4	4	0	4	0	4	8	8	8	2	2	68
18	LORENZO DN	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	2	0	0	0	0	50
19	M FEBRIAN Y	0	4	4	0	0	0	0	4	0	4	0	0	4	0	8	0	0	0	0	0	28
20	M RAFI NR	0	4	4	0	0	4	4	4	0	4	4	0	0	4	4	0	0	0	0	0	36
21	NUZULA LK	4	4	4	4	0	4	4	0	4	4	0	0	0	4	4	8	8	8	8	8	80
22	OKTAVIA AS	0	4	4	4	0	4	4	4	4	4	4	0	4	4	8	8	8	8	8	8	88
23	RAAMA PH	4	4	4	4	4	4	4	4	0	0	4	0	0	0	4	8	8	8	8	8	80
24	RAYVAN R	4	4	4	4	0	4	4	4	4	4	4	0	0	4	4	8	8	8	8	8	88
25	RAZHEL A	4	4	4	4	4	4	4	4	4	4	0	4	0	4	0	0	0	0	0	0	52
26	RENA AA	0	0	4	4	0	4	0	4	0	0	4	0	4	4	0	2	2	2	2	8	44
27	RENO DS	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	96
28	REVINO GR	4	4	4	0	4	4	4	0	0	4	4	0	0	4	4	8	8	8	8	8	80
29	TEGAR WR	4	4	4	4	0	4	4	4	0	0	4	0	4	4	4	0	0	4	0	0	48
30	VIO V	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	0	0	0	0	0	52
31	YESTI FS	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	8	8	8	8	8	84
32	YUSITA R	4	4	4	4	4	4	4	0	4	4	4	0	0	4	4	8	2	8	2	0	68
TOTAL																					2034	
MEAN																					63,5625	

The table above shows that the highest pretest score is 96 and the lowest pretest score is 28. The total pretest score is 2034 and the mean pretest score is 63.5625.

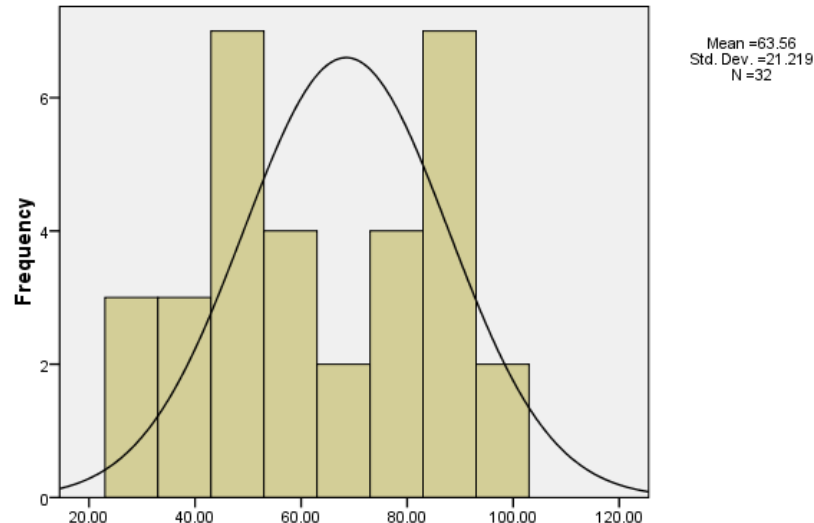
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Table 4.3 Frequency Distribution of Pre-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.00	2	6.3	6.3	6.3
	32.00	1	3.1	3.1	9.4
	36.00	1	3.1	3.1	12.5
	40.00	2	6.3	6.3	18.8
	44.00	1	3.1	3.1	21.9
	46.00	1	3.1	3.1	25.0
	48.00	1	3.1	3.1	28.1
	50.00	2	6.3	6.3	34.4
	52.00	2	6.3	6.3	40.6
	56.00	1	3.1	3.1	43.8
	60.00	3	9.4	9.4	53.1
	68.00	2	6.3	6.3	59.4
	80.00	4	12.5	12.5	71.9
	84.00	4	12.5	12.5	84.4
	88.00	2	6.3	6.3	90.6
	92.00	1	3.1	3.1	93.8
	96.00	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The Table can be shown that there was various score on the students' reading . There were 6.3 % from 2 students gained score 28, 3.1% from 1 students gained score 32, 3.1% from 1 students gained score 36, 6.3% from 2 students gained score 40, 3.1 % from 1 students gained score 44, 3.1 % from 1 students gained 46, 3.1 % from 1 student gained score 48, 6.3 % from 2 students gained score 50, 6.3% from 2 student gained score 52, 3.1% from 1 student gained score 56, 9.4% from 3 students gained score 60, 6.3% from 2 student gained score 68, 12.5% from 4 students gained score 80, 12.5% from 4 student gained score 84. 6.3% from 2 students gained a score of 88, 3.1% from 1 student gained a score of 92, and 6.3% from 2 students gained a score of 96. Based on table 4.4 the histogram showed below :

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Figures 4.1 Histogram of Pre-Test in Control Class

Histogram 4.1 shows that $M = 63.56$ and $SD = 21.219$ were given to determine a student's reading performance category as "good," "medium," or "low." Researchers used the standard to group scores as follows:

- a. Pre-test score less than $M - 1. SD$ ($63.56 - 21.219 = 42.341$ for category low
- b. Pre-test score between $M - 1. SD$ ($63.56 - 21.219 = 42.341$) to $M + 1. SD$ ($63.56 + 21.219 = 84.779$) for category medium.
- c. Pre-test score more than $M + 1. SD$ ($63.56 + 21.219 = 84.779$) for category good.

As a result, the pretest score below 42,341 was classified as low, the pretest score between 42,341 and 84,779 was medium, and the pretest score above 84,779 was good.

4. The Result of Students' Post-test Score in Control Class

This table shows the reading achievement of students after the learning process in the control class:

Table 4.4 Result of Student's Post-Test Score in Control Class

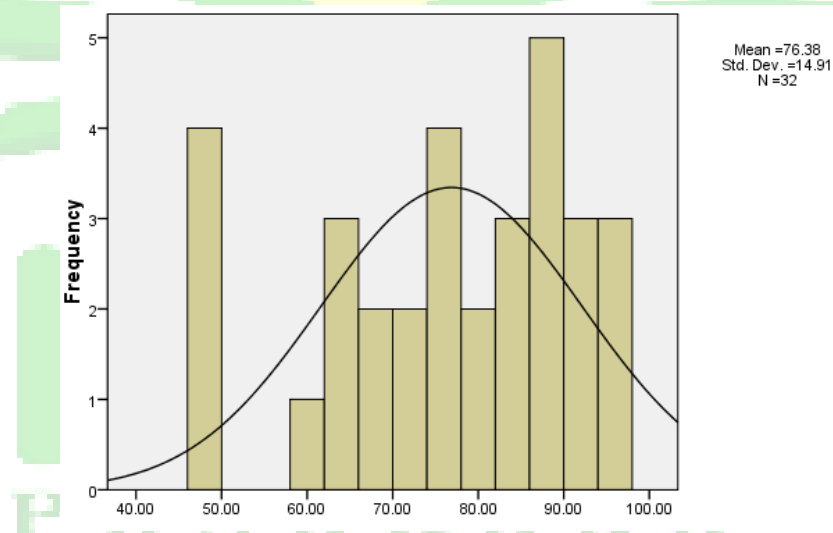
NO	NAMA	ITEM																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AFIQ QA	4	4	4	0	0	4	0	4	0	4	4	4	0	4	4	8	8	8	8	8	80
2	ALDHO PH	0	4	4	4	4	0	4	4	4	4	4	0	4	4	8	2	8	2	8	8	76
3	ALFIAN DP	4	4	4	4	4	4	4	4	0	4	4	4	4	4	8	8	8	8	8	8	96
4	ARINDAV	4	4	4	4	4	4	4	4	0	4	4	4	0	4	4	8	8	8	8	8	92
5	AULIAFL	0	4	4	4	0	4	4	4	4	4	4	0	4	4	8	8	8	8	8	8	88
6	CHRISS HF	4	4	4	0	0	0	0	4	4	0	4	0	4	4	0	8	2	2	2	2	48
7	CINDYSA	4	4	4	4	4	0	4	4	4	4	4	4	4	4	8	8	8	8	8	8	96
8	DEARLINN A	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	2	8	8	2	8	80
9	DIKI AM	0	4	4	4	4	0	0	0	0	0	0	4	0	4	0	8	8	8	8	8	64
10	DIMAS M	4	0	0	0	0	4	4	4	4	0	4	4	4	4	0	8	8	8	8	8	76
11	ELIN DO	4	4	4	4	0	4	4	0	0	0	4	0	4	4	0	8	8	8	8	8	76
12	FAISALARA	4	4	4	4	4	4	4	4	0	0	4	4	0	4	0	8	2	2	2	2	60
13	FELISKA YH	4	4	0	4	0	0	4	0	4	0	4	4	0	4	4	8	8	8	2	2	64
14	FIKRI RF	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	8	8	8	8	8	84
15	HAFIDA F	4	4	4	4	4	4	4	4	0	0	4	0	0	4	4	8	8	8	8	8	84
16	HALYS UAZ	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	2	2	2	2	76
17	HERDIAN ATA	0	4	4	4	4	0	0	0	0	4	4	0	4	0	4	8	8	8	8	8	72
18	LORENZO DN	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	0	8	0	8	0	68
19	M FEBRIAN Y	0	4	4	4	4	0	0	0	0	4	4	0	4	0	4	8	8	8	8	8	72
20	M RAFI NR	0	4	0	4	4	0	4	0	0	4	4	0	4	0	4	2	2	8	2	2	48
21	NUZULA LK	4	4	4	4	0	4	4	4	4	4	0	0	0	4	4	8	8	8	8	8	84
22	OKTAVIA AS	0	4	4	4	0	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	88
23	RAAMA PH	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	8	8	8	8	8	92
24	RAYVAN R	4	4	4	4	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	8	96
25	RAZHEL A	4	4	4	4	4	4	4	4	4	4	4	0	0	4	8	8	8	8	8	8	92
26	RENA AA	4	4	4	4	0	4	4	0	0	0	4	0	4	4	4	2	2	2	2	0	48
27	RENO DS	4	4	4	4	0	0	4	4	4	4	4	4	0	4	4	8	8	8	8	8	88
28	REVINO GR	4	4	4	4	4	4	4	4	0	4	4	0	0	4	4	8	8	8	8	8	88
29	TEGAR WR	0	4	0	4	0	0	4	4	0	4	4	0	0	4	4	2	2	2	2	8	48
30	VIO V	4	4	0	4	0	0	4	0	4	0	4	4	0	4	4	8	8	8	2	2	64
31	YESTI FS	4	4	4	4	4	4	4	4	4	4	0	0	0	4	4	8	8	8	8	8	88
32	YUSITA R	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	8	2	2	2	2	68
TOTAL																					2444	
MEAN																					76,375	

The table above shows that the highest pretest score is 96 and the lowest pretest score is 48. The total pretest score is 2444, and the mean pretest score is 76,375.

Table 4.5 Frequency Distribution of Post-Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48.00	4	12.5	12.5	12.5
60.00	1	3.1	3.1	15.6
64.00	3	9.4	9.4	25.0
68.00	2	6.3	6.3	31.3
72.00	2	6.3	6.3	37.5
76.00	4	12.5	12.5	50.0
80.00	2	6.3	6.3	56.3
84.00	3	9.4	9.4	65.6
88.00	5	15.6	15.6	81.3
92.00	3	9.4	9.4	90.6
96.00	3	9.4	9.4	100.0
Total	32	100.0	100.0	

The Table can be shown that there was various score on the students' reading . There were 12.5 % from 4 students gained score 48, 3.1% from 1 students gained score 60, 9.4% from 3 students gained score 64, 6.3% from 2 students gained score 68, 6.3% from 2 students gained score 72, 12.5 % from 4 students gained 76, 36.3% from 2 student gained score 80, 9.4% from 3 students gained score 84, 15.6 % from 5 student gained score 88, 9.4% from 3 student gained score 92, 9.4% from 3 students gained score 96. Based on table 4.6, the histogram showed below:

Figures 4.2 Histogram of Post-Test in Control Class

The histogram 4.2 showed, that stated $M = 76.38$ and $SD = 14.91$ to determine a student's reading performance category as "good," "medium," or "low." Researchers used the standard to group scores as follows:

- a. Pre-test score less than $M - 1. SD$ ($76.38 - 14.91 = 61,47$ for category low
- b. Pre-test score between $M - 1. SD$ ($76.38 - 14.91 = 61,47$) to $M + 1. SD$ ($76.38 + 14.91 = 91.29$) for category medium.
- c. Pre-test score more than $M + 1. SD$ ($76.38 + 14.91 = 91.29$) for category good.

The result had shown the categorized are a pre-test score which is less than 61,47 is categorized as low, a pre-test score which is between 61,47 to 91.29 is categorized as a medium, and a pre-test score which is more than 91.29 is categorized as good

5. The Result of Students' Pre-Test Score in Experiment Class

Table 4.6 Result of Student's Pre-Test Score in Experiment Class

NO	NAMA	ITEM																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	ADJI M	4	4	4	4	0	4	4	4	0	4	4	0	0	4	4	8	2	2	2	2	60
2	AFIFAH TR	0	0	4	4	0	0	0	4	4	4	4	0	4	0	4	8	2	8	2	2	54
3	AKBAR DP	4	4	0	4	4	4	0	4	0	4	4	4	0	4	4	8	2	2	2	2	60
4	ALVREDHO MI	4	4	4	4	4	4	4	4	4	4	4	0	0	0	4	8	8	8	8	8	88
5	ANDHARA AN	0	4	0	0	4	4	4	4	0	0	0	0	0	4	4	8	8	8	8	8	68
6	ANUGRAH DP	0	4	0	0	0	0	4	4	0	0	4	4	4	0	0	8	2	8	8	2	52
7	CHACHA AAS	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	8	8	8	8	8	92
8	DILASTI ZS	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	8	8	8	8	8	92
9	DIVA A	0	0	0	0	0	4	4	4	0	0	4	4	0	4	4	8	8	8	8	8	68
10	ELSHA D	0	4	0	4	4	0	4	4	4	4	0	0	0	0	4	2	2	8	8	2	54
11	FANKA DP	4	4	4	4	4	4	4	4	4	0	4	0	4	0	0	8	8	8	8	8	84
12	FEBYOLA ES	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	8	8	8	8	8	92
13	GADIS HD	4	4	0	4	0	4	4	4	0	4	4	4	0	0	4	8	2	8	8	2	68
14	GISKA KP	4	4	0	4	4	0	0	4	4	4	4	4	0	4	4	8	2	8	8	2	72
15	HANIF A	0	4	4	0	0	4	4	0	0	0	0	0	4	0	4	8	8	8	8	8	64

16	IKMAL AAP	4	4	0	4	4	4	0	4	4	4	4	4	0	4	4	8	8	8	8	8	88
17	ILHAMB	0	4	4	4	0	4	0	4	4	4	4	0	0	0	4	2	2	8	2	2	52
18	LIA N	0	4	4	4	0	4	0	4	4	4	4	0	0	0	4	2	2	8	2	2	52
19	MAHENDRA AVZ	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	92
20	MAULANA YA	0	4	4	4	0	4	0	4	4	4	4	0	0	0	4	2	2	8	2	2	52
21	MERFINA	0	4	0	4	4	0	4	0	4	4	0	4	0	0	4	2	2	2	2	0	40
22	PUTRI AKH	4	4	0	4	4	0	4	4	4	4	4	0	4	4	8	2	2	2	2	2	60
23	PUTRI R	0	4	4	4	0	4	0	4	4	4	4	0	0	0	4	2	2	8	2	2	52
24	RAISYA AR	4	0	4	0	0	4	0	0	4	0	4	0	0	4	0	8	2	8	8	2	52
25	RENO FS	4	4	0	0	4	0	4	0	4	0	0	4	0	0	0	8	8	8	8	8	64
26	RHAEHAN DAS	4	4	4	4	0	4	4	4	4	0	0	4	0	0	4	8	8	8	8	8	80
27	SAHRULL VW	4	4	0	0	4	0	4	0	4	0	0	4	0	0	0	2	2	2	2	2	34
28	SURYA AP	0	0	0	0	0	0	0	0	0	4	0	0	0	4	4	8	8	8	8	8	52
29	VANESYA AP	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	96
30	WIDYAWATI	4	4	0	4	4	0	4	0	4	4	4	0	4	0	4	8	8	8	8	8	80
31	WILIANA A	0	0	0	0	0	4	4	4	0	4	4	4	0	4	4	2	8	8	2	8	60
32	WINDHA N	0	4	0	0	4	4	0	0	4	0	4	0	0	4	0	2	8	2	2	8	46
TOTAL																					2120	
MEAN																					66,25	

The table above shows that the highest pretest score is 96 and the lowest pretest score is 34. The total pretest score is 2120, and the mean pretest score is 66.25.

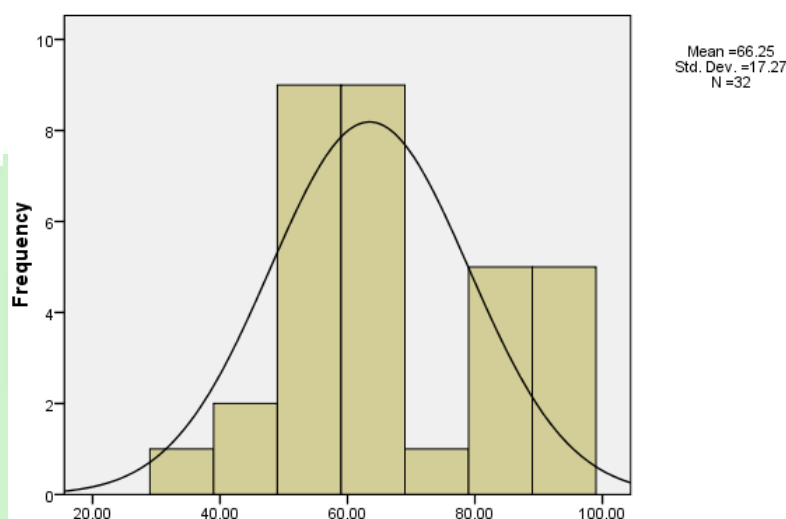
Table 4.7 Frequency Distribution of Pre-Test Score in Experiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 34.00	1	3.1	3.1	3.1
40.00	1	3.1	3.1	6.3
46.00	1	3.1	3.1	9.4
52.00	7	21.9	21.9	31.3
54.00	2	6.3	6.3	37.5
60.00	4	12.5	12.5	50.0
64.00	2	6.3	6.3	56.3
68.00	3	9.4	9.4	65.6
72.00	1	3.1	3.1	68.8
80.00	2	6.3	6.3	75.0
84.00	1	3.1	3.1	78.1
88.00	2	6.3	6.3	84.4
92.00	4	12.5	12.5	96.9
96.00	1	3.1	3.1	100.0
Total	32	100.0	100.0	

The Table can be shown that there was various score on the students' reading . There were 3.1% from 1 students gained score 34, 3.1% from 1 students gained score 40, 3.1 % from 1 students gained score 46, 21.9 from 7 student gained score 52, 6.3% from 2 student gained score 54, 12.5% from 4 students gained score 60, 6.3% from 2 student gained score 64, 9.4% from 3 student

gained score 68, 3.1% from 1 students gained score 72, 6.3% from 2 students gained score 80, 3.1 % from 1 student gained score 84, 6.3% from 2 students gained score 88, 12.5% from 4 student gained score 92, 3.1% from 1 students gained score 96. Based on table 4.7 the histogram showed below :

Figures 4.3 Histogram of Pre-Test Score in Experiment Class



The histogram 4.3 showed, that stated $M = 66.25$ and $SD = 17.27$ to determine a student's reading performance category as "good," "medium," or "low." Researchers used the standard to group scores as follows:

- Pre-test score less than $M - 1. SD$ ($66.25 - 17.27 = 48.98$) for category low
- Pre-test score between $M - 1. SD$ ($66.25 - 17.27 = 48.98$) to $M + 1. SD$ ($66.25 + 17.27 = 83.25$) for category medium.
- Pre-test score more than $M + 1. SD$ ($66.25 + 17.27 = 83.25$) for category good.

The result had shown the categorized are the pre-test score which is less than 48.98 is categorized as low, the pre-test score which is between 48.98 to 83.25 is categorized as a medium, and a pre-test score which is more than 83.25 is categorized as good

6. The Result of Students' Post-Test Score in Experiment Class

Table 4.8 Result of Student's Post-Test Score in Experiment Class

NO	NAMA	ITEM																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	ADJI M	4	4	0	4	4	4	0	4	0	4	0	4	0	4	4	8	8	8	8	8	80
2	AFIFAH TR	0	4	4	4	0	0	4	4	4	4	4	0	4	4	4	8	8	8	8	8	84
3	AKBAR DP	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	8	8	8	8	8	96
4	ALVREDHO MI	0	4	4	4	4	4	4	4	4	4	4	4	4	4	0	8	8	8	8	8	92
5	ANDHARA AN	4	4	4	0	4	4	4	4	0	4	4	0	0	4	0	8	8	8	8	8	80
6	ANUGRAH DP	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	8	2	8	8	2	84
7	CHACHA AAS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	8	8	8	8	100
8	DILASTI ZS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	8	8	8	8	100
9	DIVA A	4	0	4	4	0	0	4	4	0	4	4	4	0	4	0	8	8	2	8	2	64
10	ELSHA D	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	8	8	8	8	100
11	FANKA DP	4	0	4	4	0	4	4	4	0	4	4	4	0	4	8	8	8	8	8	8	88
12	FEYOLA ES	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	8	8	8	8	100
13	GADIS HD	4	4	4	4	4	4	0	4	4	0	4	4	4	0	2	2	8	2	2	64	
14	GISKA KP	4	4	4	4	4	4	4	4	4	0	4	0	4	0	8	8	8	8	8	84	
15	HANIF A	4	4	4	4	4	4	0	4	4	0	4	4	4	0	2	2	8	2	2	64	
16	IKMAL AAP	4	4	0	4	4	4	0	4	4	4	0	4	0	4	4	8	2	8	8	2	72
17	ILHAM B	4	4	0	4	4	4	0	4	4	4	0	4	0	4	4	8	8	8	8	8	84
18	LIA N	4	4	0	4	0	4	4	4	4	4	4	4	0	4	4	8	2	2	2	2	64
19	MAHENDRA AVZ	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	8	8	8	8	8	96
20	MAULANA YA	4	4	0	4	0	4	4	0	4	4	4	0	0	4	4	8	8	8	8	8	80
21	MERFINA	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	8	8	2	2	8	80
22	PUTRI AKH	4	4	0	4	4	4	0	4	4	4	0	4	0	4	4	8	2	8	8	2	72
23	PUTRI R	0	4	4	4	0	4	4	4	4	0	0	0	4	4	8	8	8	8	8	80	
24	RAISYA AR	0	4	4	4	4	0	4	4	4	0	4	4	4	4	2	2	8	2	2	64	
25	RENO FS	4	4	4	4	0	4	4	4	4	4	0	0	0	4	4	8	8	8	8	8	84
26	RHAEHAN DAS	0	4	4	4	4	0	4	4	4	4	0	0	0	4	4	8	8	8	8	8	80
27	SAHRULL VW	0	4	4	4	4	4	4	4	4	4	4	0	4	0	8	8	8	8	8	84	
28	SURYA AP	0	4	4	4	4	4	4	4	4	4	4	4	4	4	0	8	8	8	8	8	92
29	VANESYA AP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	8	8	8	8	8	100
30	WIDYAWATI	4	4	0	4	4	4	4	4	4	0	0	0	0	4	8	8	8	8	8	80	
31	WILIANA A	4	4	4	4	0	4	4	4	4	4	4	4	0	4	4	8	8	2	8	2	80
32	WINDHA N	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	8	8	8	8	8	92
TOTAL																					2664	
MEAN																					83,25	

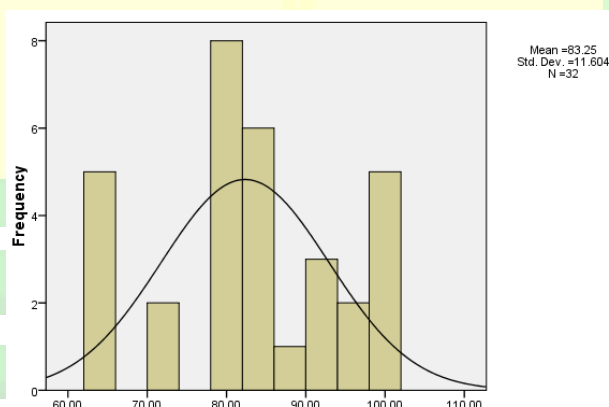
The table above shows that the highest pretest score is 100 and the lowest pretest score is 64. The total pretest score is 2034 and the mean pretest score is 83,25.

PONOROGO

Table 4.9 Frequency Distribution of Post-Test Score in Experiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64.00	5	15.6	15.6	15.6
72.00	2	6.3	6.3	21.9
80.00	8	25.0	25.0	46.9
84.00	6	18.8	18.8	65.6
88.00	1	3.1	3.1	68.8
92.00	3	9.4	9.4	78.1
96.00	2	6.3	6.3	84.4
100.00	5	15.6	15.6	100.0
Total	32	100.0	100.0	

The Table can be shown that there was various score on the students' reading . There were 15.6 % from 5 students gained score 64, 6.3% from 2 students gained score 72, 25.0% from 8 students gained score 80, 18.8% from 6 students gained score 84, 3.1% from 1 students gained score 88, 9.4% from 3 students gained 92, 6.3% from 2 student gained score 96, 15.6 % from 5 student gained score 100. Based on the table 4.10 the histogram showed below:

Figures 4.4 Histogram of Post-Test Score in Experiment Class

The histogram 4.4 showed, that stated $M = 83.25$ and $SD = 11.604$ to determine a student's reading performance category as "good," "medium," or "low." Researchers used the standard to group scores as follows:

- Pre-test score less than $M - 1. SD$ ($83.25 - 11.604 = 71.646$) for category low
- Pre-test score between $M - 1. SD$ ($83.25 - 11.604 = 71.646$) to $M + 1. SD$ ($83.25 + 11.604 = 94.854$) for category medium.

- c. Pre-test score more than $M + 1. SD$ ($83.25 + 11.604 = 94.854$) for category good.

The result had shown the categorized are the pre-test score which is less than 71.646 is categorized as low, the pre-test score which is between 71.646 to 94.854 is categorized as a medium, and the pre-test score which is more than 94.854 is categorized as good

C. Data Analysis Technique

1. The Result of the Assumption Test

a. Normality Test

We used a normality test to verify that the distribution of responses to the instrument was normal. In this study, the formula used to test the normality of the data was the Kolmogorov-Smirnov test because the sample was < 30 students for each class. If the p-value is greater than 0.05, the data is theoretically normal. If it is less than 0.05, the data deviates significantly from the normal distribution. The researchers used the Kolmogorov-Smirnov formula and the calculations by SPSS for Windows. The calculation result is as follows ;

1) Normality test for Control Class

Table 4.10 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	14.01186995
Most Extreme Differences	Absolute	.141
	Positive	.092
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.106 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on table 4.12 above, showed that the sig. 2 tailed of the class was 0.106. It can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.106 > 0.05$).

2) Normality test for Experiment Class

Table 4.12 Normality Test of Experiment Class

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	16.11911394
Most Extreme Differences	Absolute	.147
	Positive	.125
	Negative	-.147
Test Statistic		.147
Asymp. Sig. (2-tailed)		.075 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on table 4.12 above, it is shown that sig. The 2 tails are 0.075. It can be concluded that the data from this study are normal because the value is greater than 0.05 ($0.075 > 0.05$).

b. Homogeneity Test

Homogeneity testing makes it possible to know how similar populations are. A test of homogeneity makes it possible to know before comparing certain groups. In this study, the researcher will use the program SPSS Statistic version 17.0 for Windows to calculate the homogeneity test.

Table 4.13 Result of Homogeneity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.546	1	126	.216
	Based on Median	1.181	1	126	.279
	Based on Median and with adjusted df	1.181	1	124.401	.279
	Based on trimmed mean	1.460	1	126	.229

Based on the above homogeneity test table, shows the data is 0.229. We can conclude that the data variation is homogeneous because the value of the statistic is the highest ($0.229 > 0.05$).

c. Hypothesis Test

After testing for normality and homogeneity, researchers tested the hypothesis. Researchers used the T-test to analyze data with the SPSS Statistic 17.0 program. The calculation result of the data is as follows.:

Table 4.13 Mean Score of Experimental and Control Class

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Experiment Class	32	83.250	11.6037	2.0513
	Control Class	32	76.375	14.9099	2.6357

From the table above, we can see that the experiment class and the control class consist of a total of 64 students. The mean score of the experimental class was 83,250, while the mean score of the control class was 76,375. From that, it can be concluded that there is a difference in the mean scores of students after the test between the experimental class and the control class. In addition, to prove whether the difference was significant or not, we need to interpret the following output of the “Independent Sample Test”.

Table 4.14 Calculation of T-Test Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar	Equal variances assumed	2.512	.118	2.058	62	.044	6.8750	3.3399	.1987	13.5513
	Equal variances not assumed			2.058	58.473	.044	6.8750	3.3399	.1907	13.5593

Referring to the table above, the value of 2.058 including degrees of freedom (df) is 62. The researcher used the 5% significance level. In the significance table you can see that the degrees of freedom (df) is 54 and the 5% significance is 2000. Comparing it with the 5% significance value, $2,000 < 2,058$. In other words, it means that there is a big difference in

student reading performance before and after class through reward and punishment strategies. H_0 was rejected and H_a was acceptable.

D. Discussion

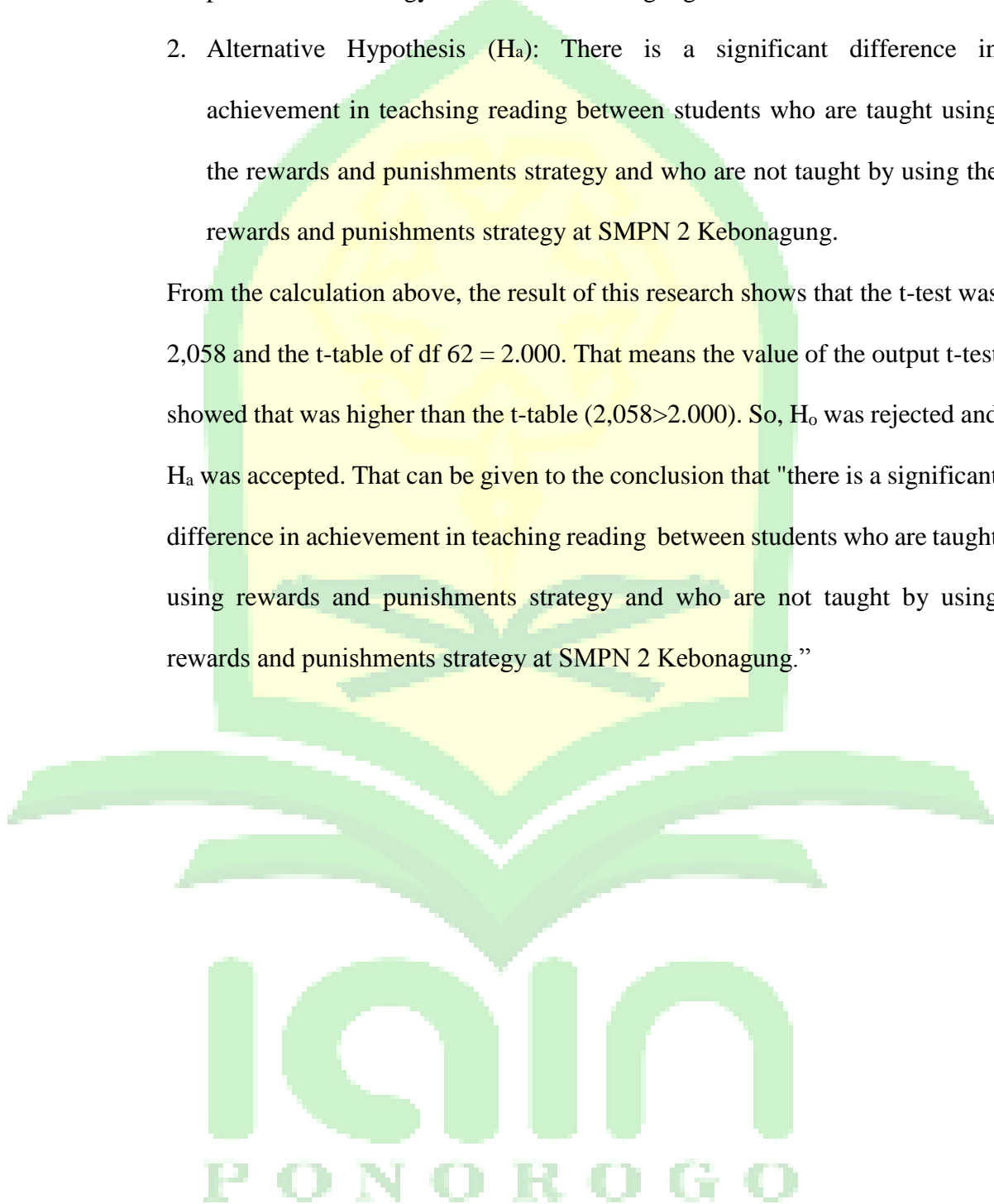
On August 31, 2021, the researcher came to school and obtained permission from the principal. Pre-tests were conducted by researchers on September 10, 2021 in the control class and September 9, 2021 in the experimental class. Researchers conducted tests to collect data or pretest scores before students received treatment. After conducting the pre-test, the researchers performed a second treatment in the class through the 4th meeting of the control class on September 24th, October 8th, and October 25th, 2021. Researchers have taught time using traditional teaching strategies or teacher methods. Researchers in the experimental class also provided a second treatment in the class through the 4th meeting on September 16, 2021, September 30, and October 25, 2021. Researchers have taught about time using experimental class reward and punishment strategies. Researchers conducted tests to perform post-tests of data or results after the student was treated. Both classes were retested on November 1, 2021 in the Control and Trial classes.

Therefore, the researchers answered the hypothesis that the reward and punishment strategy for reading the 7th grade class of SMPN2Kebonagung would be effective in the 2021/2022 school year. In this interpretation, the researchers compared the results of the data test with the table. If t-test is higher than t-table, it means that H_0 is rejected and H_a is accepted. From Table 4.16 above, we can see that the difference factor between students who were taught the reward and punishment strategy and those who were not taught the reward and punishment strategy was 2.058.

There are two hypotheses of this research:

1. Null Hypothesis (H_0): There is no significant difference in achievement in teaching reading between students who are taught using the rewards and punishments strategy and who are not taught by using the rewards and punishments strategy at SMPN 2 Kebonagung.
2. Alternative Hypothesis (H_a): There is a significant difference in achievement in teaching reading between students who are taught using the rewards and punishments strategy and who are not taught by using the rewards and punishments strategy at SMPN 2 Kebonagung.

From the calculation above, the result of this research shows that the t-test was 2,058 and the t-table of $df\ 62 = 2.000$. That means the value of the output t-test showed that was higher than the t-table ($2,058 > 2.000$). So, H_0 was rejected and H_a was accepted. That can be given to the conclusion that "there is a significant difference in achievement in teaching reading between students who are taught using rewards and punishments strategy and who are not taught by using rewards and punishments strategy at SMPN 2 Kebonagung."



CHAPTER V

CLOSING

A. Conclusion

This study investigated the effects of rewards and punishments on the reading skills of 7th grade students at SMPN 2 Kebonagung School.

On the basis of the analysis of the outcome data obtained from the reading results of students in the control and experimental classes, it is concluded that the contribution of the reward strategy in teaching reading has important implications for student reading achievement. The researcher concluded that there was a significant difference between students who were taught to use reward and punishment strategies and those who were not taught to use reward and punishment strategies. It has been established that the reward and punishment strategy is an effective technique for improving student reading achievement.

The result from this research is the students who are taught by using reward and punishment strategies get a better score of the students' post-test from the experimental group (83,25) is higher than the control group (66,25). It has been found that the comparison between students' reading skills who are taught by using reward and punishment strategies is (17,00) and those who are not is (12,81). The index of next is 2058, which is higher than the index of tt (2000) at 5% significance level. This study shows that reading with a reward-and-punishment strategies can increase students' reading skills.

B. Recommendation

After concluding the data based on the research finding, the researcher would like to propose some suggestions for students and for institute. The researcher hoped, at least, it could become an input to improve giving of rewards and punishments and developed teaching English reading skill in the school.

1. For students

- a. Students should increase their participation in implementation teaching English reading skill in SMPN 2 Kebonagung, Pacitan.
 - b. The students should be more active, high self-confidence and participate during the teaching learning process by using strategies that are used by the teacher.
 - c. Students should throw away being afraid to make mistake to speak and read English, because you are practicing and still learning so that it is common to make mistake.
2. For the teacher
- a. The teacher should remember the students to use English during the teaching learning process in the classroom
 - b. The teacher should use some properties to make the student interested to the lesson in teaching learning process.
 - c. The teacher should have good communication with the student during the teaching learning process.
3. For the school
- a. The school should give the facilities that are need in teaching learning process.
 - b. The school should provide the collection of English book in the library.
 - c. The school should support good activities to advance the students skill.
4. For the readers

The researcher hopes that the reader can criticize this research because the researcher realizes that this research is still far from being perfect.

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